

PROFILE OF PRIMARY SCHOOL TEACHERS OF JALPAIGURI DISTRICT, WEST BENGAL.

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Report of a Sample Survey



Project Director : Dr. Madhusudan Chatterjee
Director, SCERT, West Bengal

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Project Director : Dr. Madhusudan Chatterjee
Director, SCERT, West Bengal

Principal Investigator : *Shri Falguni Chakroborty*
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Acknowledgement

In the begining I take the opportunity to state that Sri Kanti Biswas, Hon'ble Minister-in-charge of School Education, Government of West Bengal was the chief inspiration behind conceiving and executing this project. Sri Biswas's rich experince as a teacher in rural Bengal helped us immensely in our endeavour. Apart from extending all kinds of cooperation he often came up with valuable suggestions.

Shri Falguni Chakroborty, Senior lecturer, Department of Anthropology, Vidyasagar University, Medinipur worked as the Principal investigator of the study with untiring zeal

Dr. Manoranjan pal, Associate Professor of Economic Research Unit, Indian Statistical Institute, calcutta helped to formulate the statistical sampling design.

The Head Masters/mistresses and the teachers belonging to the sampled primary schools of Jalpaiguri district actively cooperated with the investigation team members. They responded to the queries patiently and carefully often sacrificing their valuable time.

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Shri Ranjan Saha typed out the report and Shri Arup Saha prepared the computer graphics. I thankfully acknowledge their co-operation.

The academic and administrative staffs of the State Council of Educational Research and Training, West Bengal, rendered their active co-operation in various stages of this survey and preparation of the report.

I thankfully acknowledge all the abovementioned persons for their heatiest cooperation and valuable saggestion.

The responsibility of opinion expressed in this report lies solely with the director of the present project. Any error or omission also bears on the project director.

Calcutta, November1998.

Dr. Madhusudan Chatterjee

Director,

SCERT, West Bengal

In the presence of the undersigned, the following persons have been examined and found to be duly qualified to perform the duties of the office of the said office, and the same have been duly sworn to perform the same faithfully and to the best of their ability and knowledge, and to discharge the same without fear, favor, or partiality.

That the said persons have been duly examined and found to be duly qualified to perform the duties of the office of the said office, and the same have been duly sworn to perform the same faithfully and to the best of their ability and knowledge, and to discharge the same without fear, favor, or partiality.

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In the presence of the undersigned

Attestation

Content

Chapter :	Page
I. Introduction	1
II. Materials and methods	2-4
III. Findings	5-30
IV. Summary and observation	32-46
Appendix :	

List of Tables :

- 3.1.1 Age sex wise distribution of the primary school teachers of urban area.
- 3.1.2 Age sex wise distribution of the primary school teachers of rural area.
- 3.1.3 Age sex wise distribution of the primary school teachers of urban and rural area pooled.
- 3.2.1 Age and caste/community wise distribution of the primary school teachers of the urban area.
- 3.2.2 Age and caste/community wise distribution of the primary school teachers of the rural area.
- 3.2.3 Age and caste/community wise distribution of the primary school teachers of the urban and rural area pooled.
- 3.3.1 Caste/community and sex wise distribution of the primary school teachers of the urban area.
- 3.3.2 Caste/community and sex wise distribution of the primary school teachers of the rural area.
- 3.3.3 Caste/community and sex wise distribution of the primary school teachers of the urban and rural area pooled.
- 3.4.1 Caste/community wise academic qualification of the primary school teachers of the urban area.
- 3.4.2 Caste/community wise academic qualification of the primary school teachers of the rural area.
- 3.4.3 Caste/community wise academic qualification of the primary school teachers of the urban and rural area pooled.
- 3.5.1 Sex wise academic qualification of teachers of the urban area.
- 3.5.2 Sex wise academic qualification of teachers of the rural area.
- 3.5.3 Sex wise academic qualification of teachers of the urban and rural area pooled.
- 3.6.1 Sex wise distribution of trained and untrained primary school teachers of the urban area.
- 3.6.2 Sex wise distribution of trained and untrained primary school teachers of the rural area.
- 3.6.3 Sex wise distribution of trained and untrained primary school teachers of the urban and rural area pooled.
- 3.7.1 Caste/community wise distribution of trained and untrained teachers of the urban area.
- 3.7.2 Caste/community wise distribution of trained and untrained teachers of the rural area.
- 3.7.3 Caste/community wise distribution of trained and untrained teachers of the urban and rural area pooled.
- 3.8 Number of classes taken by the primary school teachers of urban, rural as well as urban and rural area pooled.

3.1.1	Age sex wise distribution of the primary school teachers of urban area
3.1.2	Age sex wise distribution of the primary school teachers of rural area
3.1.3	Age sex wise distribution of the primary school teachers of urban and rural area pooled
3.2.1	Age and caste/community wise distribution of the primary school teachers of the urban area
3.2.2	Age and caste/community wise distribution of the primary school teachers of the rural area
3.2.3	Age and caste/community wise distribution of the primary school teachers of the urban and rural area pooled
3.3.1	Caste/community and sex wise distribution of the primary school teachers of the urban area
3.3.2	Caste/community and sex wise distribution of the primary school teachers of the rural area
3.3.3	Caste/community and sex wise distribution of the primary school teachers of the urban and rural area pooled
3.4.1	Caste/community wise regional distribution of the primary school teachers of the urban area
3.4.2	Caste/community wise regional distribution of the primary school teachers of the rural area
3.4.3	Caste/community wise regional distribution of the primary school teachers of the urban and rural area pooled
3.5.1	Sex wise regional distribution of teachers of the urban area
3.5.2	Sex wise regional distribution of teachers of the rural area
3.5.3	Sex wise regional distribution of teachers of the urban and rural area pooled
3.6.1	Sex wise distribution of trained and untrained primary school teachers of the urban area
3.6.2	Sex wise distribution of trained and untrained primary school teachers of the rural area
3.6.3	Sex wise distribution of trained and untrained primary school teachers of the urban and rural area pooled
3.7.1	Caste/community wise distribution of trained and untrained teachers of the urban area
3.7.2	Caste/community wise distribution of trained and untrained teachers of the rural area
3.7.3	Caste/community wise distribution of trained and untrained teachers of the urban and rural area pooled
3.8	Number of classes taught by the primary school teachers of urban and rural area pooled

- 3.9 Teacher-student ratio of urban, rural as well as urban and rural area pooled.
- 3.10.1 Age and sex wise distribution of family members of the primary school teachers of urban area.
- 3.10.2 Age and sex wise distribution of family members of the primary school teachers of rural area.
- 3.10.3 Age and sex wise distribution of family members of the primary school teachers of urban and rural area pooled.
- 3.11.1 Age wise educational status of the family members of the primary school teachers of urban area.
- 3.11.2 Age wise educational status of the family members of the primary school teachers of rural area.
- 3.11.3 Age wise educational status of the family members of the primary school teachers of urban and rural area pooled.
- 3.12.1 Sex wise educational status of the family members of the primary school teachers of urban area.
- 3.12.2 Sex wise educational status of the family members of the primary school teachers of rural area.
- 3.12.3 Sex wise educational status of the family members of the primary school teachers of urban and rural area pooled.
- 3.13 Family types of the primary school teachers of urban, rural as well as urban rural area pooled.
- 3.14 Household size of the primary school teachers of urban, rural as well as urban rural area pooled.
- 3.15 Monthly income of the primary school teachers of urban, rural as well as urban and rural area pooled.
- 3.16 Monthly income of the primary school teachers of urban, rural as well as urban and rural area pooled.
- 3.17 Monthly Expenditure on food of the primary school teachers of urban, rural as well as urban and rural area pooled.
- 3.18 Annual expenditure on clothing of the primary school teachers of urban, rural as well as urban and rural area pooled.
- 3.19 Monthly expenditure on education of the primary school teachers of urban, rural as well as urban and rural area pooled.
- 3.20 Annual medicare expenditure of the primary school teachers of urban, rural as well as urban and rural area pooled.
- 3.21 Monthly savings of the primary school teachers of urban, rural as well as urban and rural area pooled.
- 3.22 Ownership pattern of the houses of the primary school teachers of urban, rural as well as urban and rural area pooled.
- 3.23 Types of house of the primary school teachers of urban, rural as well as urban and rural area pooled.
- 3.24 Electricity facilities in the houses of the primary school teachers of urban, rural as well as urban and rural area pooled.
- 3.25 Water supply arrangements in the houses of the primary school teachers of urban, rural as well as urban and rural area pooled.

List of Figures :

- Fig. 3.1 Age-sex distribution of the primary school teachers of urban and rural areas as well as urban and rural area pooled.
- Fig. 3.2 Age and Caste wise distribution of primary school teachers of urban and rural areas as well as urban and rural area pooled.
- Fig. 3.3 Caste and Sex wise distribution of primary school teachers of urban and rural areas as well as urban and rural area pooled.
- Fig. 3.4 Caste and Community wise educational qualification of primary school teachers of urban and rural areas as well as urban and rural area pooled.
- Fig. 3.5 Sex wise distribution of the trained and untrained primary school teachers of urban and rural areas as well as urban and rural area pooled.
- Fig. 3.6 Caste and Community wise distribution of the trained and the untrained primary school teachers of urban and rural areas as well as urban and rural area pooled.
- Fig. 3.7 Number of Classes taken by the primary school teacher of urban and rural areas as well as urban and rural area pooled.
- Fig. 3.8 Teacher-student ratio of primary school teachers of urban and rural areas as well as urban and rural area pooled.
- Fig. 3.9 Family type of the primary school teachers of urban and rural areas as well as urban and rural area pooled.
- Fig. 3.10 Monthly income of the primary school teachers of urban and rural areas as well as urban and rural area pooled.
- Fig. 3.11 Monthly family income of the primary school teachers of urban and rural areas as well as urban and rural area pooled.

List of Abbreviations :

U	= Urban
R	= Rural
GC	= General Caste Category i.e. other than Scheduled Caste and Scheduled Tribe category
SC	= Scheduled Caste
ST	= Scheduled Tribe
Others	= People of other religious group except Hindu and Muslims
PS	= Primary School
FPS	= Free Primary School
M	= Male
F	= Female
T	= Total
Hh	= Household
Exp	= Expenditure
S	= South
N	= North
Gp	= Gram Panchayet
W/d	= Municipal Ward
JBT	= Junior Basic Training
B. Ed	= Bachelor of Education
PT	= Physical Training
Mother	= Mother Training.
APD	= Alipurduar
PRY	= Primary
SF	= School Final
HS	= Higher Secondary
PG	= Post Graduate

Chapter I : Introduction

We have the pleasure to present the third report of the series of surveys conducted by the State Council of Educational Research and Training, West Bengal under the project, " Profile of Primary School Teachers in West Bengal ".

In keeping with the theme of the project, the present report also deals with a number of socio-economic, cultural, and educational issues that confront the primary school teachers in the district of Jalpaiguri, the largest among the 'North-Bengal' districts of the state of West Bengal.

Following the accepted methods as used in the earlier reports in the present series, a sample survey aided by structured questionnaire among the primary school teachers of the district was carried out to collect hard empirical data.

The teaching community is the pivot around which the whole question of betterment of education and shaping of young minds revolve. Any future planning for the improvement in the form, content and environment of primary education in West Bengal, thus, should take into account the actual state in which the teachers live and impart education.

The present report is modest attempt towards providing the planners with concrete information and analysis based on scientific field research.

There exists wide variations in circumstances with the teachers find themselves in. They come from different areas, cultural background, socio-economic status etc. These factors may either be conducive or detrimental to imparting quality education.

The present report like the earlier ones explores some such issues to find out the strength and weaknesses of the system of primary education in the state. Expectedly the findings of the study can be used in preparing future teachers training and orientation courses.

We also earnestly hope that content of this report will go a long way in helping the educational planners in the task of chalking out a comprehensive plan for a secular, democratic and universal primary education for the state of West Bengal.

We have the pleasure to present the first report of the series of surveys conducted in the State of New Jersey, under the direction of the State Board of Education, and the State Board of Technical Education, in the year 1901.

In keeping with the theme of the project, the present report is devoted to a study of the various types of cultural and educational institutions existing in the State, and the relation of these to the larger community of the North Jersey section of the State of New Jersey.

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Chapter II : Materials and methods.

Introducing the District :

Jalpaiguri district is situated in the northern part of West Bengal and is bounded by Bhutan in the north, Coochbehar and Bangladesh in the south, Assam in the east and Darjeeling in the west. It stands longitudinally at 88°43' and latitudinally at 28°32'. The total geographical area of the district is 618,100 square kilometre.

It is the largest district of North Bengal and ranks fourth among the district in West Bengal. However, Jalpaiguri is one of the less populated districts in West Bengal. With a population density of 450 per square kilometre, the district ranks the fourth lowest in West Bengal in this regard.

It is chiefly a rural district with only 16.36% of the population residing which is much below the West Bengal average of 66.46%. The state of agricultural productivity is also not very encouraging. Yield rates of major crops of the district are well below the West Bengal average. One of the major reasons for Jalpaiguri's poor performance in agriculture is the slow progress of irrigation facilities. About 6.5 thousand hectares of land are irrigated by government canals of which Karotoa Talma canal serves 1,897 hectares of land are taken care of by the minor irrigation project. There are additionally, 46 river lift irrigation, 77 deep tubewells and 174 shallow tubewells in the district, but compared to the other districts of the state, the progress in this sphere is also very tardy. Save the tea gardens (189 in number) which are the main sources of employment for the people of the district, Jalpaiguri economically remains a backward district.

The encouraging aspect of Jalpaiguri's economic geography is the existence of fairly extensive forest cover. While the experts recommend that one third of the land area should have, forest cover, in West Bengal only 13.70% of the area comes under some sort of forest cover. But here, Jalpaiguri stands out with 28.4% of the district being covered by forest land which is incidentally the highest percentage recorded among all the district of the state. A large number of people are also settled in the forests in what is called 'Banobustees' (Forest village) numbering 314. It is to be noted that forest lands of the district are concentrated on the upper reach of the Teesta, one of the major perennial rivers of the region. The other major rivers serving the district are the Mahananda, the Torsa, the Kalijani, the Sankosh and the Jaldhaka.

A few demographic highlights

Sex ratio : The male-female ratio in the district turns out to be 108 males per 100 females which is close to 109 males per 100 females in West Bengal.

The district ratio, is of course, better in favour of females than all India ratio. The percentage of scheduled tribe population is 21.03. Hence, Jalpaiguri has the highest concentration of SC\ST population in West Bengal. A sizeable number, of people have migrated from the erstwhile East Bengal and settled down in this district. They mostly belong to the lower Namasudra castes cultivating middle ranked castes and there is also a fair mixture of different linguistic groups speaking various dialects.

Administrative divisions

The district is divided into two subdivisions, namely, the Jalpaiguri sadar and the Alipurduar. There are 13 blocks in total with the Sadar division claiming 7 of them and the rest belongs to the Alipurduar division. The district is served by 13 police stations and 3 municipal corporation. In the Panchayati Raj system Jalpaiguri has 13 Panchayat Samitees and 125 Gram Panchayats.

Literacy Profile

In Jalpaiguri 45.61% of the males and 24.92% of the females are recorded to be literates. The overall percentage of literate population is 36.84. The corresponding percentages for West Bengal are 67.81 when compared to the performance of West Bengal as a whole.

It may be noted that Jalpaiguri being the largest district in the northern part of West Bengal and is not adequately served by opportunities of primary and secondary education. Statistical Abstract (Government of West Bengal) reports (as on 1989-90) that the district has 1954 primary schools, 104 middle schools and 124 high schools. The numbers recorded are the lowest for any district in West Bengal, excepting the district of Coochbehar. During the survey work, we received a figure of 1,913 primary schools in the district from the records of the Dhupguri Panchayat Samitees which is even less than the official figure.

It may be noted that jalpaiguri being the largest district in the northern part of West Bengal and one of the large one in West Bengal is not adequately served by opportunities of primary and secondary education. Statistical Abstract (Government of West Bengal) reports (as on 1989-90) that the district has 1954 primary schools, 104 middle schools and 124 high schools. The numbers recorded are the lowest for any district in West Bengal, excepting the district of Coochbehar. During the survey work, we received a figure of 1,913 primary schools in the district from the records of the Dhupguri Panchayat Samitees which is even less than the official figure.

The number of teachers serving at the primary, middle and high school levels in the district, is 6663, 620 and 210 respectively. Once again, Jalpaiguri scenario is disappointing in comparison with the other districts of West Bengal. It has the lowest number of teachers at middle and high levels in West Bengal and figures stand just above CoochBehar at the primary level.

Yet again, the figure provided by the Dhupguri Panchayat Samitee for the number of primary school teachers does not tally with the official one and the Panchayat record comes up to 6,183, which is, much lower than the official statistics.

We can perhaps, only make a conjecture that since the period of national census upto the time of the present survey, the number of primary schools have closed down or may be the Panchayat Samitees' enumeration is not complete.

Rationale for selection of the District

Jalpaiguri being a far off district from Calcutta where the office of the State Council of Education, Research and training is located, it was one of the districts chosen after surveying north 24 Parganas which is situated in the vicinity of the state capital.

Districts in the northern, part of West Bengal have also their special characteristics to the region and that are so dissimilar to other parts of West Bengal in terms of their geography, communication problems, economic vulnerability, population composition, dialects spoken, economic activities and cultural mix. Hence, among this group of districts we chosen Jalpaiguri for the present survey, it being the largest district, albeit poor, not well served by educational facilities and where more than half the population belongs to SC\ST categories, many of whom reside in the jungles and of course, there are the tea gardens that add their own flavour to the nature of the district's economy. All these factors add varied dimensions to the problems and challenges of education in the district of Jalpaiguri.

The Study Design

The major objective of the study was to explore the socio-economic cultural and educational environment of the primary school teachers employed in the Government financed schools in the district of Jalpaiguri. More specifically, the aim of the survey was to locate the variations in the social cultural and educational economic dimensions of the teachers associated with primary education.

In order to carry out the survey work the sample scheme was designed in the following manner :

The district primary school Council DPSC is in charge of primary education in the district. DPSC is divided into 26 circles of which 15 circles are in the Jalpaiguri Sadar subdivision and the other 11 circles belong to the Alipurduar subdivision. Monthly return forms are sent by D.P.S.C. through the Circle offices to each primary school hence, at the first stage, the return forms were computed to find out the total number of school teachers and students with respective distributions of age, sex and caste\community.

Next the district primary schools were stratified into urban and rural categories in doing so, we followed the criteria followed by DPSC in defining urban and rural schools. As per the monthly return forms of August, 1997 Jalpaiguri had 1751 rural and 109 urban schools. Among these schools, 20 urban and 80 rural schools were chosen following a simple random sampling without replacement (SRS WOR). Two teachers from each of the sampled schools were selected for interview. The list of sampled urban and rural school is furnished with the report as appendix no I & II respectively.

Hence, the number of teachers to be interviewed 40 (20 x 2) and 160 (80 x 2) for the urban and the rural schools respectively. Thus in aggregate 200 teachers were scheduled to be interviewed.

However, in actual field situations it turned out during the survey that 5 of the rural schools selected had only one teacher in each school and in another 4 schools the second teacher was not available for interview. Hence, finally 151 rural teachers were interviewed.

After the sample frame was prepared Research associates were sent to the field to carry out the survey with a suitable designed structured questionnaire. (A blank copy of the structured questionnaire is attached with the report as appendix no III)

The survey work was done between November 1997 to December 1997 in the urban areas and between March 1998 to April 1998 in the rural areas.

Data Analysis

After the research associates submitted the filled up questionnaires, those were thoroughly scrutinised and the collected data were classified into various categories and presented in tabular forms.

The Multipliers

In order to arrive at the population figure from the samples, the following multipliers designed by the statistical expert were used :

School Multiplier

$$\text{Urban schools : } \frac{\text{Total number of urban schools}}{\text{Number of sampled urban schools}} = \frac{109}{20} = 5.45 \text{ -----(1)}$$

$$\text{Rural school : } \frac{\text{Total number of rural schools}}{\text{Number of sampled rural schools}} = \frac{1751}{80} = 21.88 \text{ -----(2)}$$

Teacher Multiplier :

$$\text{Urban } \frac{\text{Total number of urban school teachers}}{\text{Total number of urban schools}} = \frac{648}{109} / 2 = 2.97 \text{ -----(3)}$$

$$\text{Rural } \frac{\text{Total number of urban school teachers}}{\text{Total number of rural schools}} = \frac{5391}{1751} / 2 = 1.53 \text{ -----(4)}$$

The aggregative multiplier has been arrived at by multiplying (1) and (3) and (2) and (4) i.e.

$$(1) \cdot (3) \quad 5.45 \times 2.97 = 16.2 \text{ (U)}$$

$$(2) \cdot (4) \quad 21.88 \times 1.53 = 33.69 \text{ (R)}$$

Chapter III : Findings.

Table 3.1.1 Age and sex wise distribution of the primary school teachers of the urban area.

Age group	Male	Female	Total
≤ 45 years	97.2 (15.0)	113.4 (17.5)	210.6 (32.5)
45 + Years	145.8 (22.5)	291.6 (45.0)	437.4 (67.5)
Sub total	243.0 (37.5)	405.0 (62.5)	648.0 (100.00)

Table 3.1.2 Age and sex wise distribution of the primary school teachers of the rural area.

Age group	Male	Female	Total
≤ 45 years	1078.08 (21.19)	774.87 (15.23)	1852.95 (36.42)
45 + Years	2526.75 (49.67)	707.49 (13.91)	3234.24 (63.58)
Sub total	3604.83 (70.86)	1482.36 (29.14)	5087.19 (100)

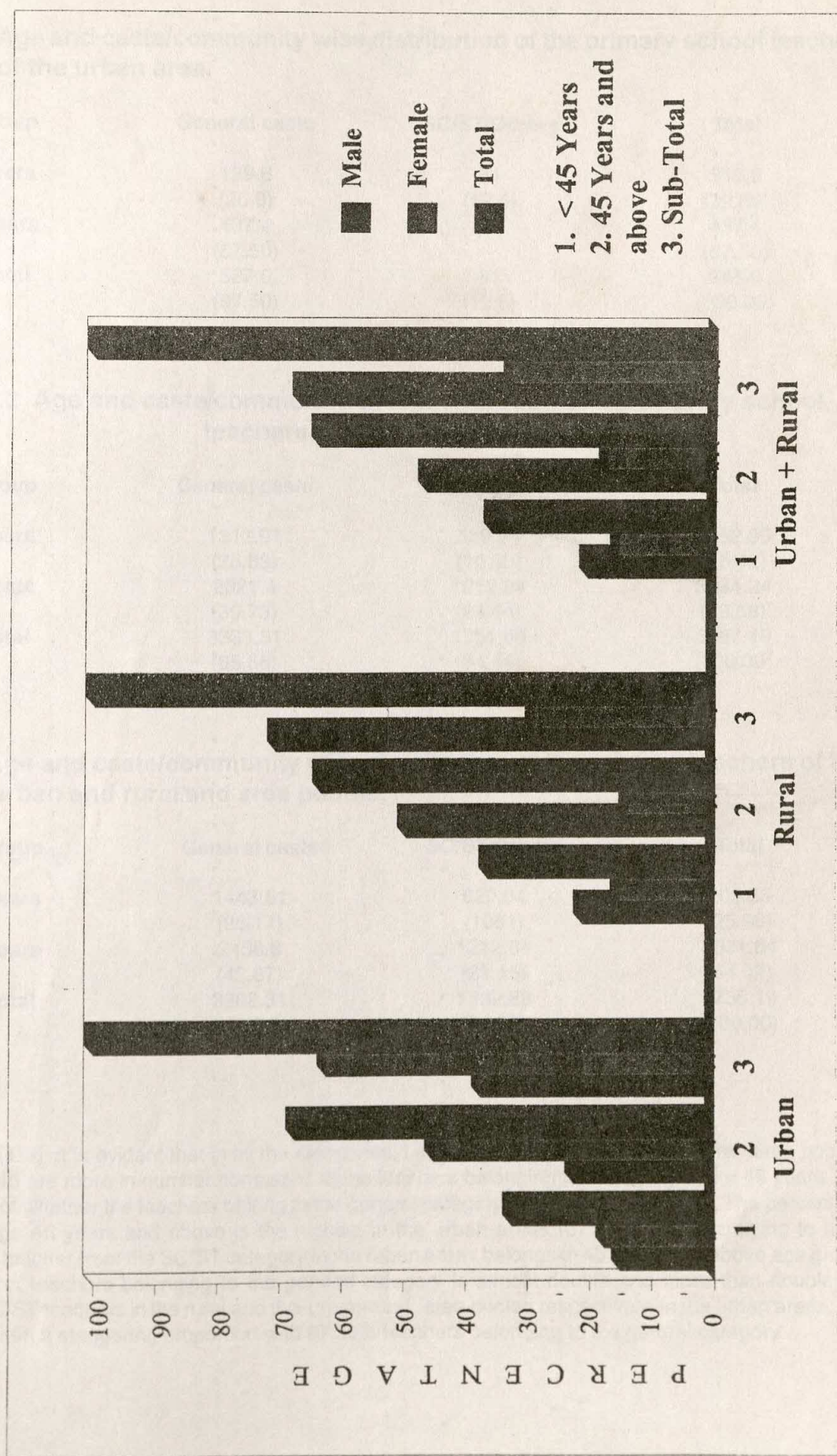
Table 3.1.3 Age and sex wise distribution of the primary school teachers in the urban and rural area pooled.

Age group	Male	Female	Total
≤ 45 years	1175.28 (20.49)	888.27 (15.49)	2063.55 (35.98)
45 + Years	2672.55 (46.60)	999.09 (17.42)	3671.64 (64.02)
sub total	3847.83 (67.09)	1887.36 (32.91)	5735.19 (100.00)

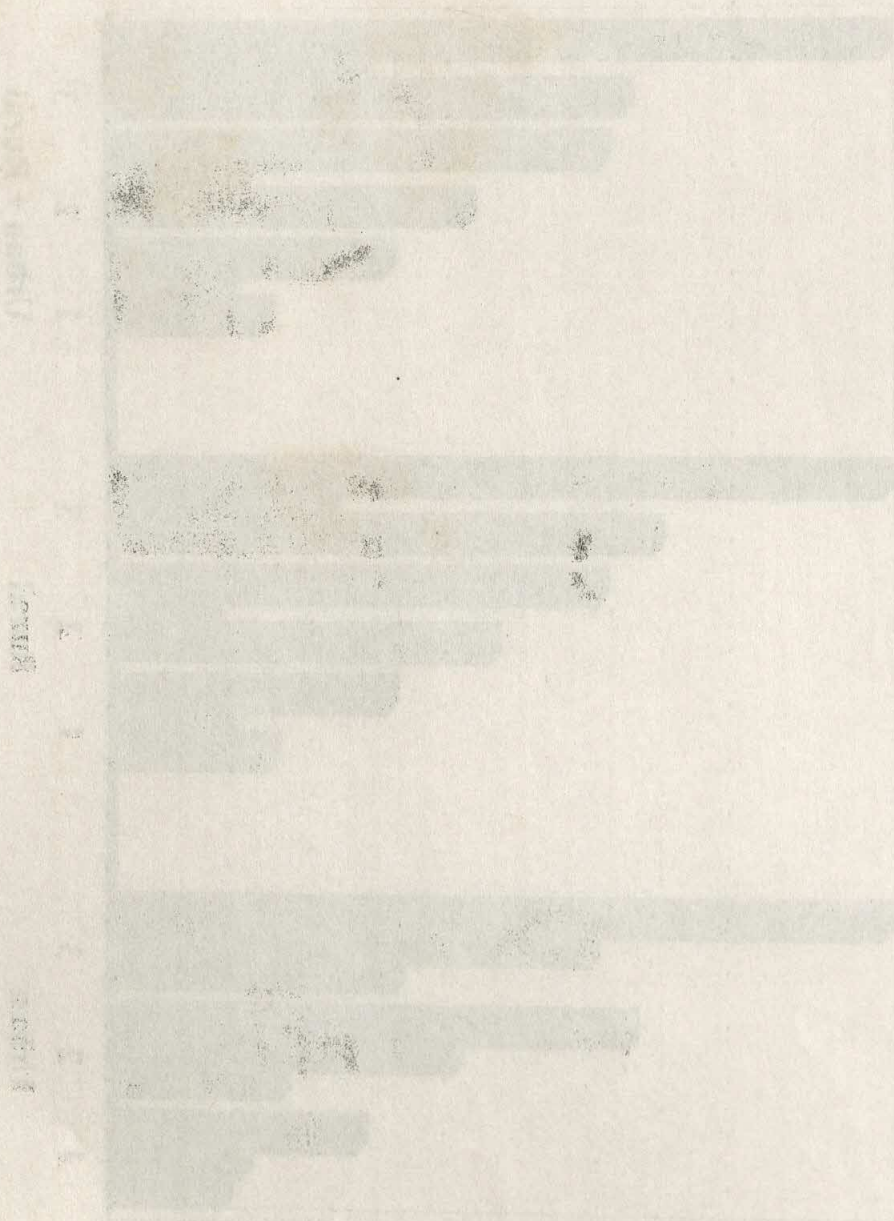
From tables 3.1.(1-3) we find that in the urban area in the two specified age groups the distribution of the male teachers is fairly proportionate. However, in the rural and the urban-rural area pooled, the percentage of the male teachers belonging to the age group 45 years and above, is more than double the percentage of teachers belonging to the lower age group < 45 years. In case of the female teachers, the distribution maintains a fair degree of parity in the rural and the urban-rural area pooled. But in the urban areas the number of female teachers in the age group of 45 years and above has a clear edge over the other age group. Taking together both the male and the female teachers, it is clearly discernible that the teachers belonging to the age group of 45 years and above are more in number compared to the number of teachers in the lower age group.

Fig. - 3.1

Age-sex distribution of the primary school Teachers of urban and rural areas as well as urban and rural pooled



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Table 3.2.1 Age and caste/community wise distribution of the primary school teachers of the urban area.

Age group	General caste	SC/ST/Others	Total
≤ 45 years	129.6 (20.0)	81 (12.5)	210.6 (32.50)
45 + years	437.4 (67.50)	- -	437.4 (67.50)
Sub total	567.0 (87.50)	81 (12.5)	648.0 (100.00)

Table 3.2.2 Age and caste/community wise distribution of the primary school teachers of the rural area.

Age group	General caste	SC/ST/Others	Total
≤ 45 years	1313.91 (25.83)	539.04 (10.60)	1852.95 (36.42)
45 + years	2021.4 (39.73)	1212.84 (23.84)	3234.24 (63.58)
Sub total	3335.31 (65.56)	1751.88 (34.44)	5087.19 (100.00)

Table 3.2.3 Age and caste/community wise distribution of the primary teachers of the urban and rural and area pooled.

Age group	General caste	SC/ST/Others	Total
≤ 45 years	1443.51 (25.17)	620.04 (10.81)	2063.55 (25.98)
45 + years	2458.8 (42.87)	1212.84 (21.15)	3671.64 (64.02)
Sub total	3902.31 (68.04)	1932.88 (31.96)	5835.19 (100.00)

From tables 3.2.(1-3) it is evident that in all the categories, i.e. urban, rural and the urban-rural area pooled, teachers above 45 are more in number compared to the teachers belonging to the age-group < 45 years. It is true irrespective of whether the teachers belong to the general category or the SC/ST category. The percentage of teachers of age 45 years and above is the highest in the urban areas (67.5%). It is interesting to note, however, that no teacher from the SC/ST category in the urban areas belongs to 45 years and above age group. The percentage of teachers belonging to the general category is almost double and more than double the percentage of SC/ST teachers in the rural and the urban-rural area pooled respectively. In the urban areas, the difference has taken a staggering proportion with 87.50% teachers belonging to the general category.

Fig. - 3.2

Age and Caste wise distribution of the primary school Teachers of urban and rural areas as well as urban and rural pooled

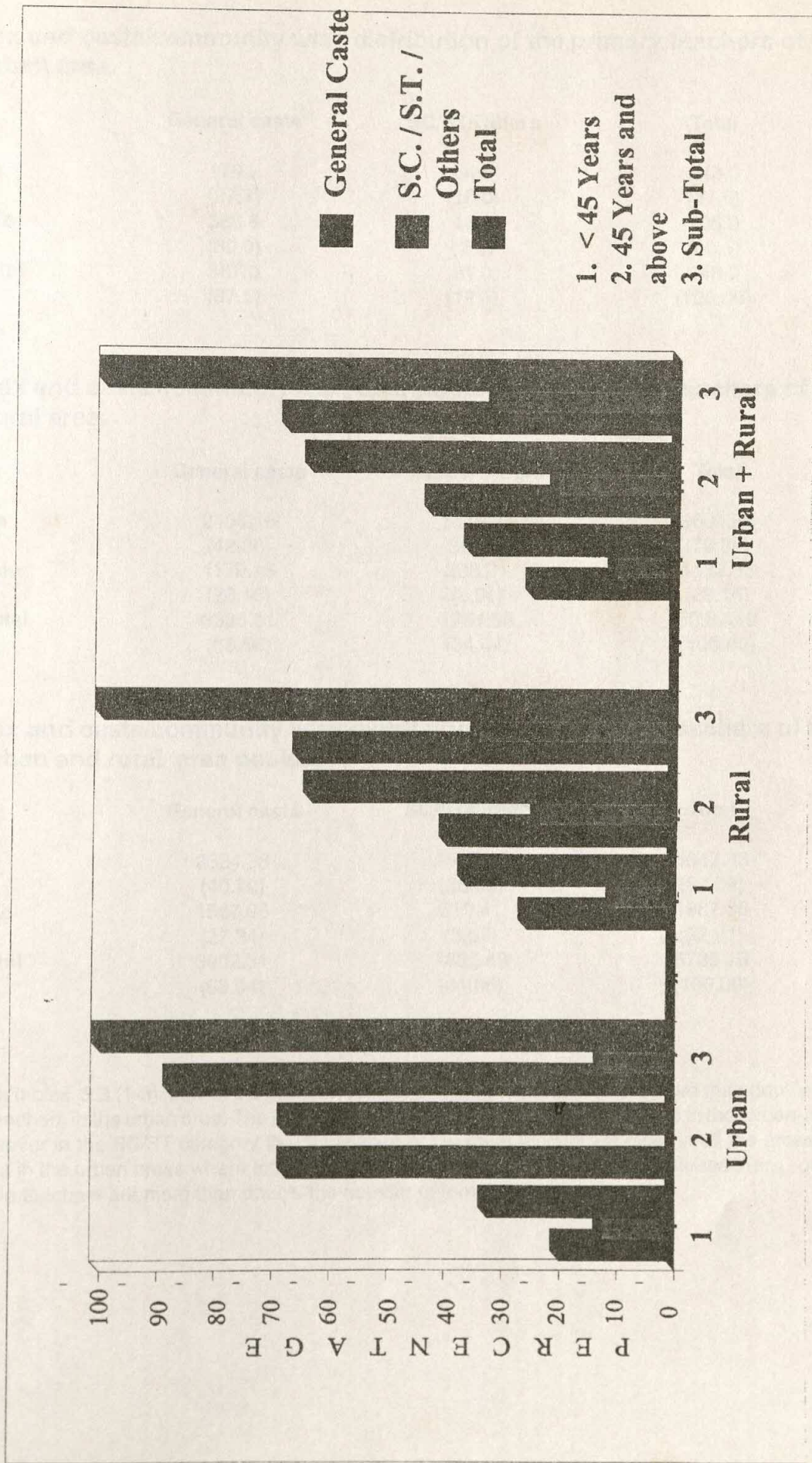


Table 3.3.1 Sex and caste/community wise distribution of the primary teachers of the urban area.

Sex	General caste	SC/ST/Others	Total
Male	176.2 (27.7)	64.8 (10.0)	243.0 (37.5)
Female	388.8 (60.0)	16.2 (2.5)	405.0 (62.5)
Sub total	567.0 (87.5)	81.0 (12.5)	648.0 (100.00)

Table 3.3.2 Sex and caste/community wise distribution of the primary teachers of the rural area.

Sex	General caste	SC/ST/Others	Total
Male	2156.16 (42.38)	1448.67 (28.48)	3604.83 (70.86)
Female	1179.15 (23.18)	303.21 (5.96)	1482.36 (29.14)
Sub total	3335.31 (65.56)	1751.88 (34.44)	5087.19 (100.00)

Table 3.3.3 Sex and caste/community wise distribution of the primary teachers of the urban and rural area pooled.

Sex	General caste	SC/ST/Others	Total
Male	2334.36 (40.70)	1513.47 (26.39)	3847.83 (67.09)
Female	1567.95 (27.34)	319.41 (5.57)	1887.36 (32.91)
Sub total	3902.31 (68.04)	1832.88 (31.96)	5735.19 (100.00)

It is found from the tables 3.3.(1-3) that in the general category, the female teachers are more than double the number of male teachers in the urban area. The picture is almost reverse in the rural as well as in the urban-rural area pooled. However in the SC/ST category the dominance of the male teachers is clear in all the areas. In general, excepting in the urban areas where total female teachers are nearly double the male teachers, other two areas the male teachers are more than double the number of female teachers.

Fig. - 3.3

Caste and Sex wise distribution of the primary school teachers of urban and rural areas as well as urban and rural pooled

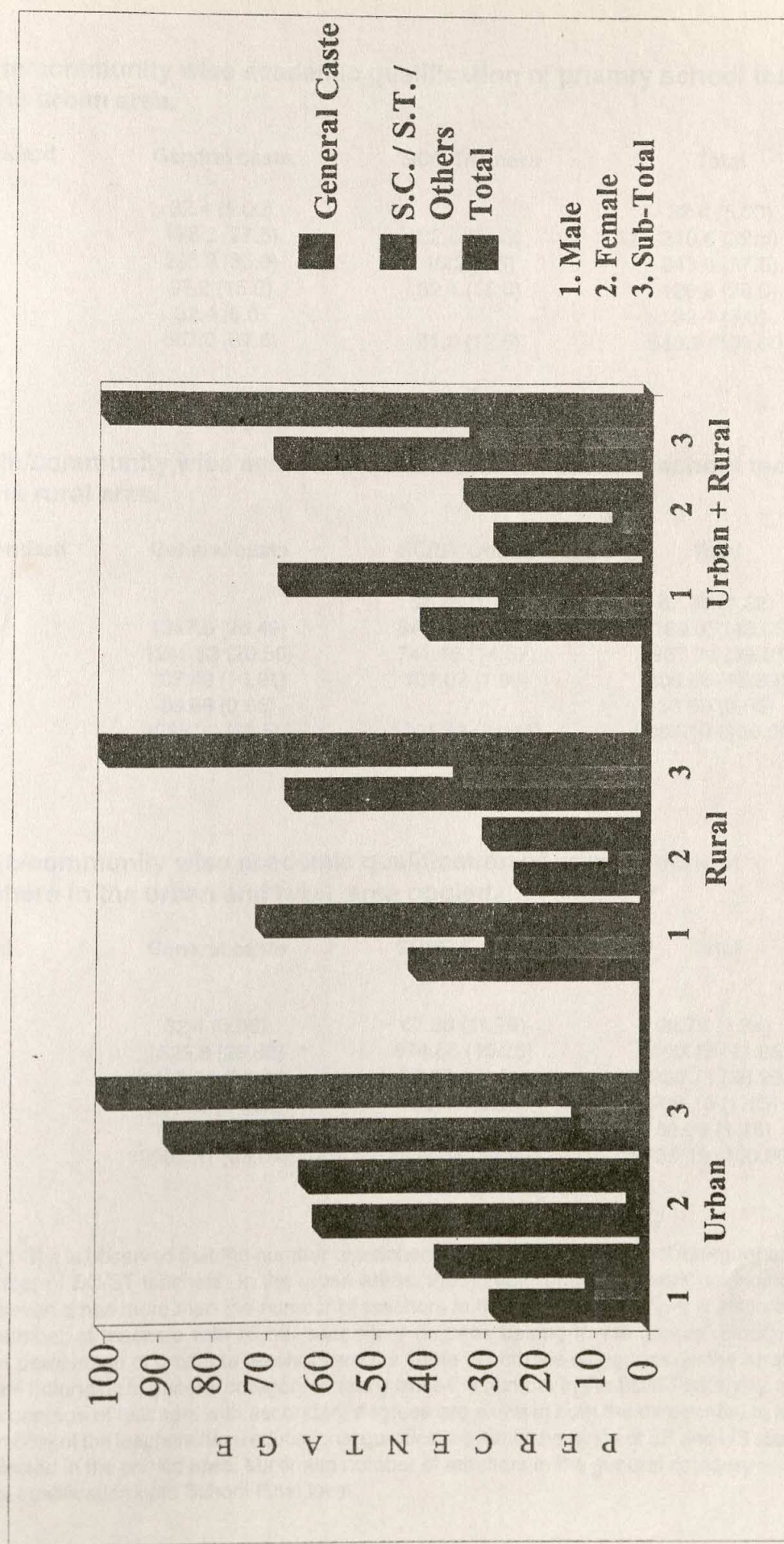


Table 3.4.1 Caste/community wise academic qualification of primary school teachers of the urban area.

Educational Standard	General caste	SC/ST/Others	Total
Below SF	32.4 (5.00)	-	32.4 (5.00)
SF	178.2 (27.5)	32.4 (5.00)	210.6 (32.5)
HS/PU/IA	226.8 (35.0)	16.2 (2.5)	243.0 (37.5)
Graduate	97.2 (15.0)	32.4 (15.0)	129.6 (20.0)
PG	32.4 (5.0)	-	32.4 (5.0)
Sub total	567.0 (87.5)	81.0 (12.5)	648.0 (100.00)

Table 3.4.2 Caste/community wise academic qualification of primary school teachers of the rural area.

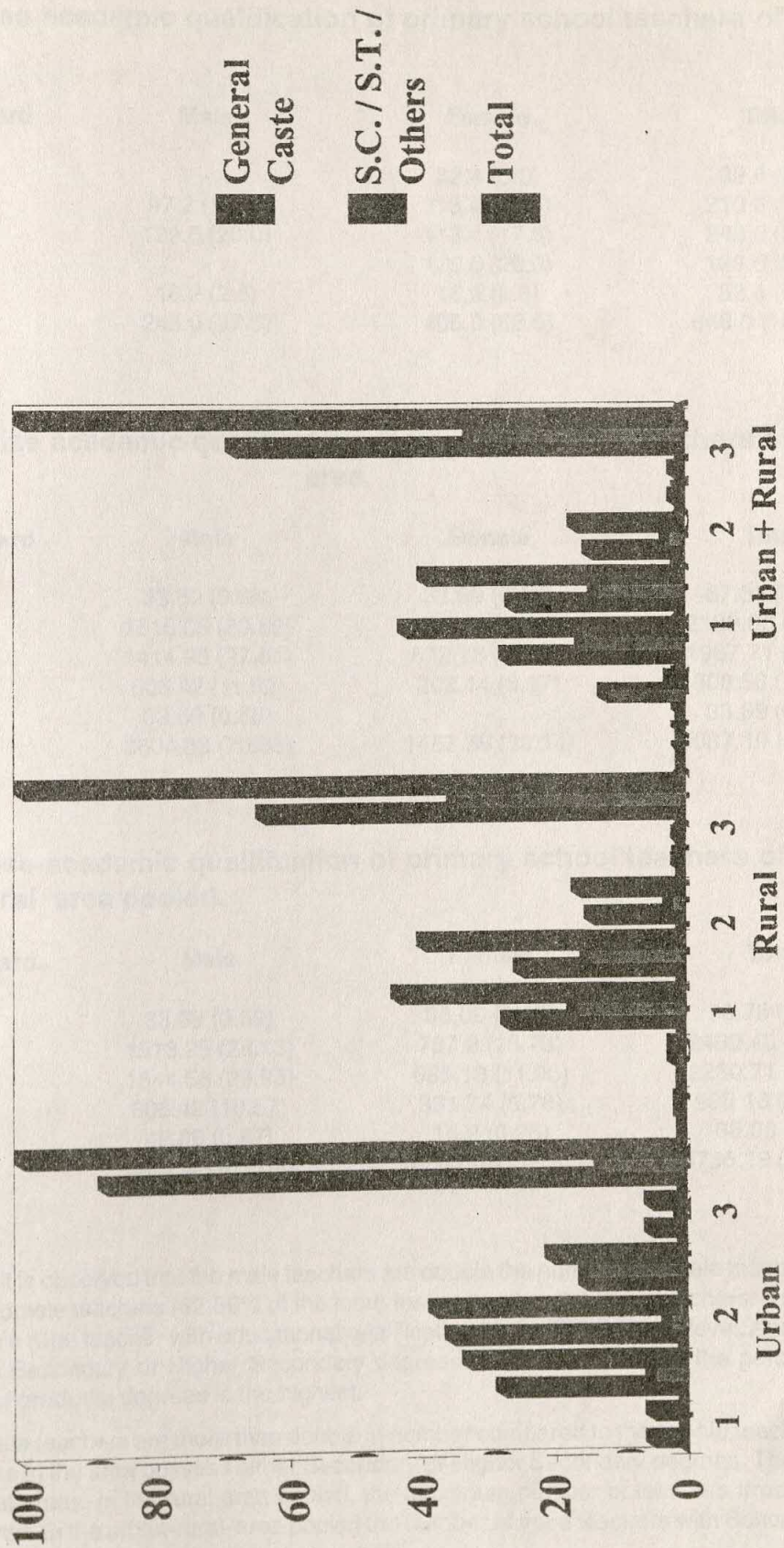
Educational Standard	General caste	SC/ST/Others	Total
Below SF	-	67.38 (1.32)	67.38 (1.32)
SF	1347.6 (26.49)	842.25 (16.56)	2189.85 (43.05)
HS/PU/IA	1246.53 (20.50)	741.18 (14.57)	1987.71 (39.07)
Graduate	707.49 (13.91)	101.07 (1.99)	808.56 (15.89)
PG	33.69 (0.66)	-	33.69 (0.66)
Sub total	3335.31 (65.56)	1751.88 (34.44)	5087.19 (100.00)

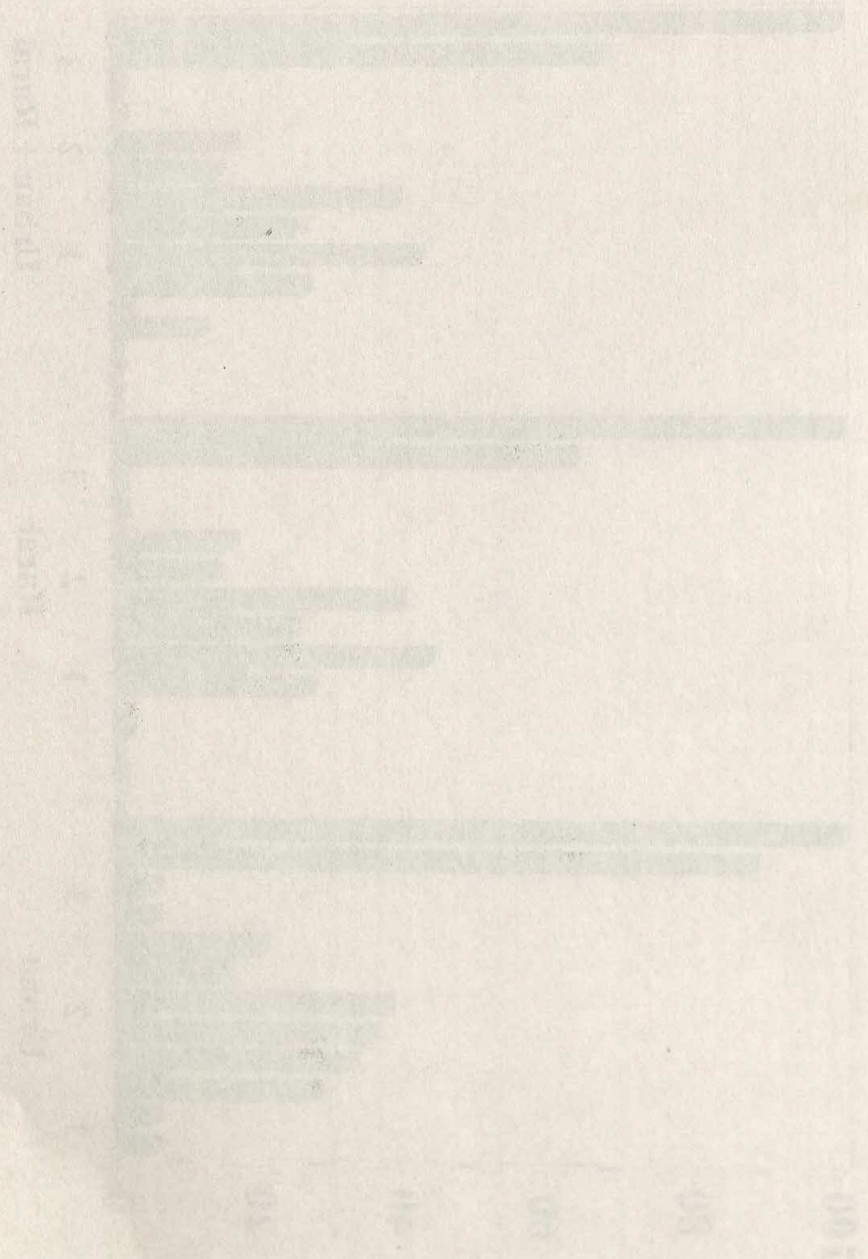
Table 3.4.3 Caste/community wise academic qualification of primary school teachers in the urban and rural area pooled.

Educational Standard	General caste	SC/ST/Others	Total
Below SF	32.4 (0.56)	67.38 (11.75)	99.78 (1.74)
SF	1525.8 (26.60)	874.65 (15.25)	2400.45 (41.85)
HS/PU/IA	1473.33 (25.69)	75.38 (13.21)	2230.71 (38.90)
Graduate	804.69 (14.03)	133.47 (2.33)	938.16 (1.15)
PG	66.09 (1.15)	-	66.09 (1.15)
Sub total	3902.31 (68.04)	1832.88 (31.96)	5735.19 (100.00)

From the tables 3.4.(1-3) it is observed that the number of teachers belonging to the general category are more than double the number of SC/ST teachers. In the urban areas, the number of the teachers belonging to the general category is seven times more than the number of teachers in the SC/ST category. It is also observed that the maximum number of teachers with higher secondary degrees belong to the general category. It is important to note that percentage of graduate teachers are the same in both the categories. In the rural areas, the number of teachers belonging to general category is nearly twice the number in the SC/ST category. It is also observed that the percentage of teachers with secondary degrees are same in both the categories. In both the categories, more than 80% of the teachers have educational qualification within the range of SF and HS standards. The same is also reflected in the pooled area. Maximum number of teachers in the general category as well as SC/ST category have qualification upto School Final level.

Fig. - 3.4
Caste and Community wise Educational qualification of the primary Teachers of urban and rural areas as well as urban and rural pooled





The following table shows the percentage of respondents for various categories across three groups: Group 1, Group 2, and Group 3. The Y-axis represents the percentage from 0 to 100. The X-axis lists categories: Control, Low, High, and Total. Each category has three bars corresponding to the three groups.

Table 3.5.1 Sex wise academic qualification of primary school teachers of the urban area.

Educational Standard	Male	Female	Total
Below SF	-	32.4 (5.0)	32.4 (5.0)
SF	97.2 (15.0)	113.4 (17.5)	210.6 (32.5)
HS/PU/IA	129.6 (20.0)	113.4 (17.5)	243.0 (37.5)
Graduate	-	129.6 (20.0)	129.6 (20.0)
PG	16.2 (2.5)	16.2 (2.5)	32.4 (5.0)
Sub total	243.0 (37.5)	405.0 (62.5)	648.0 (100.00)

Table 3.5.2 Sex wise academic qualification of primary school teachers of the rural area.

Educational Standard	Male	Female	Total
Below SF	33.69 (0.66)	33.69 (0.66)	67.38 (1.32)
SF	1516.05 (29.80)	673.8 (13.25)	2189.85 (43.05)
HS/PU/IA	1414.98 (27.81)	572.73 (11.26)	1987.71 (39.07)
Graduate	606.42 (11.92)	202.14 (3.97)	808.56 (15.89)
PG	33.69 (0.66)	-	33.69 (0.66)
Sub total	3604.83 (70.86)	1482.36 (29.14)	5087.19 (100.00)

Table 3.5.3 Sex wise academic qualification of primary school teachers of the urban and rural area pooled.

Educational Standard	Male	Female	Total
Below SF	33.69 (0.59)	66.09 (1.15)	99.78 (1.74)
SF	1913.25 (28.13)	787.2 (13.73)	2400.45 (41.85)
HS/PU/IA	1544.58 (26.93)	686.13 (11.96)	2230.71 (38.90)
Graduate	606.42 (10.57)	331.74 (5.78)	938.16 (16.36)
PG	49.89 (0.87)	16.2 (0.28)	66.09 (1.5)
Sub total	3847.83 (67.09)	18887.36 (32.91)	5735.19 (100.00)

From the table 3.5.(1-3) it is observed that the male teachers are double the number of female teachers. However, in the urban areas the female teachers (62.50% of the total) far out number the male teachers. It is important to note that there is no male rural teacher with educational qualification below School Final level. About 70% of the total teachers possess Secondary or Higher Secondary degrees. In the urban areas the percentage of the female teachers holding graduate degrees is the highest.

In the rural areas the male teachers are more than double in number compared to the female teachers and more than 50% of the teachers in the area possess either Secondary or Higher Secondary degrees. The picture is the same in the urban-rural areas. In the rural area pooled, the maximum number of teachers irrespective of sex holds School Final degree. In the urban-rural area pooled the number of male teachers with School Final/Higher Secondary degrees is more than double the female teachers.

Table 3.5.1 Sex wise economic distribution of primary school teachers of the district

Educational Standard	Male	Female	Total
Below 50	175 (12.5)	195 (13.5)	370 (26.0)
51	125 (9.0)	135 (9.5)	260 (18.5)
52-54	125 (9.0)	135 (9.5)	260 (18.5)
55-59	125 (9.0)	135 (9.5)	260 (18.5)
60	125 (9.0)	135 (9.5)	260 (18.5)
Sub total	675 (49.0)	740 (52.5)	1415 (101.5)

Table 3.5.2 Sex wise economic distribution of primary school teachers of the district

Educational Standard	Male	Female	Total
Below 50	175 (12.5)	195 (13.5)	370 (26.0)
51	125 (9.0)	135 (9.5)	260 (18.5)
52-54	125 (9.0)	135 (9.5)	260 (18.5)
55-59	125 (9.0)	135 (9.5)	260 (18.5)
60	125 (9.0)	135 (9.5)	260 (18.5)
Sub total	675 (49.0)	740 (52.5)	1415 (101.5)

Table 3.5.3 Sex wise economic distribution of primary school teachers of the district and rural free pool.

Educational Standard	Male	Female	Total
Below 50	175 (12.5)	195 (13.5)	370 (26.0)
51	125 (9.0)	135 (9.5)	260 (18.5)
52-54	125 (9.0)	135 (9.5)	260 (18.5)
55-59	125 (9.0)	135 (9.5)	260 (18.5)
60	125 (9.0)	135 (9.5)	260 (18.5)
Sub total	675 (49.0)	740 (52.5)	1415 (101.5)

The table 3.5.1 gives an overview of the economic distribution of primary school teachers of the district. It shows that the majority of teachers are in the age group of 50 and above. The table 3.5.2 shows the economic distribution of primary school teachers of the district. It shows that the majority of teachers are in the age group of 50 and above. The table 3.5.3 shows the economic distribution of primary school teachers of the district and rural free pool. It shows that the majority of teachers are in the age group of 50 and above.

Table 3.6.1 Sex wise distribution of trained and untrained primary school teachers of the urban area.

Type of Training	Male	Female	Total
Untrained	97.2 (15.0)	162 (25.0)	259.2 (40.0)
J.B.T	145.8 (22.50)	226.8 (35.0)	372.6 (57.5)
B. Ed	-	16.2 (2.5)	16.2 (2.5)
Sub total	243 (37.50)	405 (62.50)	648 (100.00)

Table 3.6.2 Sex wise distribution of trained and untrained primary school teachers of the rural area.

Type of Training	Male	Female	Total
Untrained	943.32 (18.54)	303.21 (5.96)	1246.53 (24.50)
J.B.T	2594.13 (50.99)	1044.39 (20.53)	3638.52 (71.52)
B. Ed	33.69 (0.66)	-	33.69 (0.66)
PT/Mother etc.	33.69 (0.66)	134.76 (2.65)	168.45 (3.31)
Sub total	3604.83 (70.86)	1482.36 (29.14)	5087.19 (100)

Table 3.6.3 Sex wise distribution of trained and untrained primary school teachers of the urban and rural area pooled .

Type of Training	Male	Female	Total
Untrained	1040.52 (18.14)	465.21 (8.11)	1505.73 (26.25)
J.B.T	2739.93 (47.78)	1271.19 (22.16)	4011.12 (69.93)
B. Ed	33.69 (0.59)	16.20 (0.28)	49.89 (0.87)
PT/Mother etc.	33.69 (0.59)	134.76 (2.35)	168.45 (2.94)
Sub total	3847.83 (67.09)	1887.36 (32.36)	5735.19 (100.00)

From tables 3.6. (1-3) it is clear that the urban areas have the highest percentage of untrained teachers (40%). The corresponding respective percentages in the rural areas and in the urban rural area pooled are 24.50 and 26.25. Among the female teacher, only 5.96% in the rural areas and 8.14% in the urban rural area pooled are untrained, but in the urban areas the percentage of untrained female teachers shoots upto 25%, where the male teachers fare better with only 15% of them being untrained. However, both in the rural areas and in the pooled area, they are behind the females with more than 18% of the male teachers remaining untrained under both division. Among the trained teachers most of them had undergone Junior Basic Training course. In the urban rural area pooled 69.93% of the teachers received Junior Basic Training, while in the urban and the rural areas the percentages are 57.5 and 71.52 respectively. In respect of the training in JBT, the male-female difference is higher in the rural and also in urban rural pooled area, the reverse is found in urban area. The number of teachers undergoing other forms of training, including B. Ed, is insignificant to merit in any consideration for gender perspective.

Fig. - 3.5

Sex wise distribution of the Trained and Untrained primary school Teachers of urban and rural areas as well as urban and rural pooled

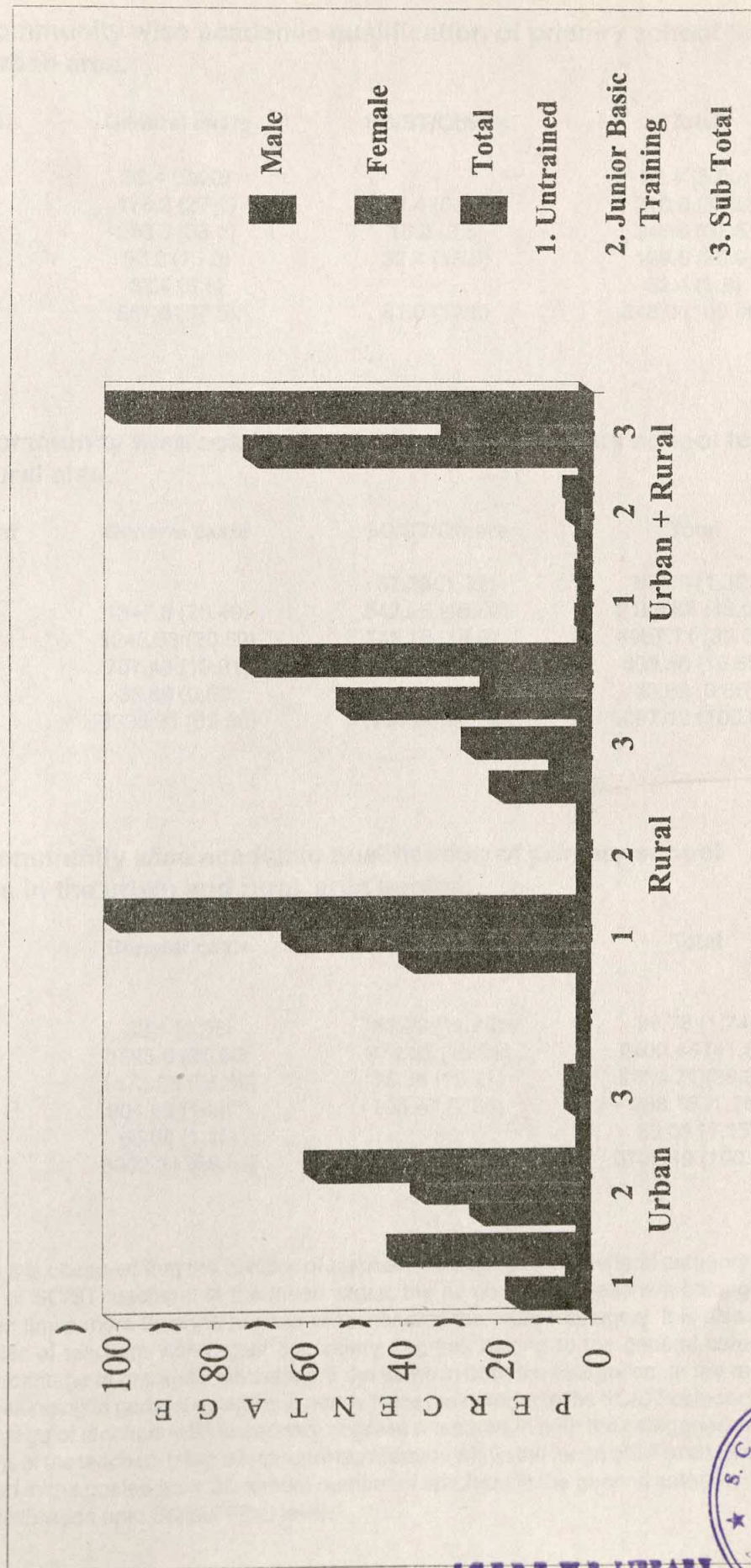


Table 3.4.1 Caste/community wise academic qualification of primary school teachers of the urban area.

Educational Standard	General caste	SC/ST/Others	Total
Below SF	32.4 (5.00)	-	32.4 (5.00)
SF	178.2 (27.5)	32.4 (5.00)	210.6 (32.5)
HS/PU/IA	226.8 (35.0)	16.2 (2.5)	243.0 (37.5)
Graduate	97.2 (15.0)	32.4 (15.0)	129.6 (20.0)
PG	32.4 (5.0)	-	32.4 (5.0)
Sub total	567.0 (87.5)	81.0 (12.5)	648.0 (100.00)

Table 3.4.2 Caste/community wise academic qualification of primary school teachers of the rural area.

Educational Standard	General caste	SC/ST/Others	Total
Below SF	-	67.38 (1.32)	67.38 (1.32)
SF	1347.6 (26.49)	842.25 (16.56)	2189.85 (43.05)
HS/PU/IA	1246.53 (20.50)	741.18 (14.57)	1987.71 (39.07)
Graduate	707.49 (13.91)	101.07 (1.99)	808.56 (15.89)
PG	33.69 (0.66)	-	33.69 (0.66)
Sub total	3335.31 (65.56)	1751.88 (34.44)	5087.19 (100.00)

Table 3.4.3 Caste/community wise academic qualification of primary school teachers in the urban and rural area pooled.

Educational Standard	General caste	SC/ST/Others	Total
Below SF	32.4 (0.56)	67.38 (11.75)	99.78 (1.74)
SF	1525.8 (26.60)	874.65 (15.25)	2400.45 (41.85)
HS/PU/IA	1473.33 (25.69)	75.38 (13.21)	2230.71 (38.90)
Graduate	804.69 (14.03)	133.47 (2.33)	938.16 (1.15)
PG	66.09 (1.15)	-	66.09 (1.15)
Sub total	3902.31 (68.04)	1832.88 (31.96)	5735.19 (100.00)

From the tables 3.4.(1-3) it is observed that the number of teachers belonging to the general category are more than double the number of SC/ST teachers. In the urban areas, the number of the teachers belonging to the general category is seven times more than the number of teachers in the SC/ST category. It is also observed that the maximum number of teachers with higher secondary degrees belong to the general category. It is important to note that percentage of graduate teachers are the same in both the categories. In the rural areas, the number of teachers belonging to general category is nearly twice the number in the SC/ST category. It is also observed that the percentage of teachers with secondary degrees are same in both the categories. In both the categories, more than 80% of the teachers have educational qualification within the range of SF and HS standards. The same is also reflected in the pooled area. Maximum number of teachers in the general category as well as SC/ST category have qualification upto School Final level.

Table 3.7.1 Caste wise distribution of trained and untrained primary school teachers of the urban area.

Type of Training	General caste	SC/ST/Others	Total
Untrained	243 (37.50)	16.2 (2.5)	259.2 (4.0)
J.B.T	324 (50.0)	48.6 (7.5)	372.6 (57.5)
B. Ed	-	16.2 (2.5)	16.2 (2.5)
Sub total	567 (87.50)	81 (12.50)	648 (100.00)

Table 3.7.2 Caste wise distribution of trained and untrained primary school teachers of the rural area.

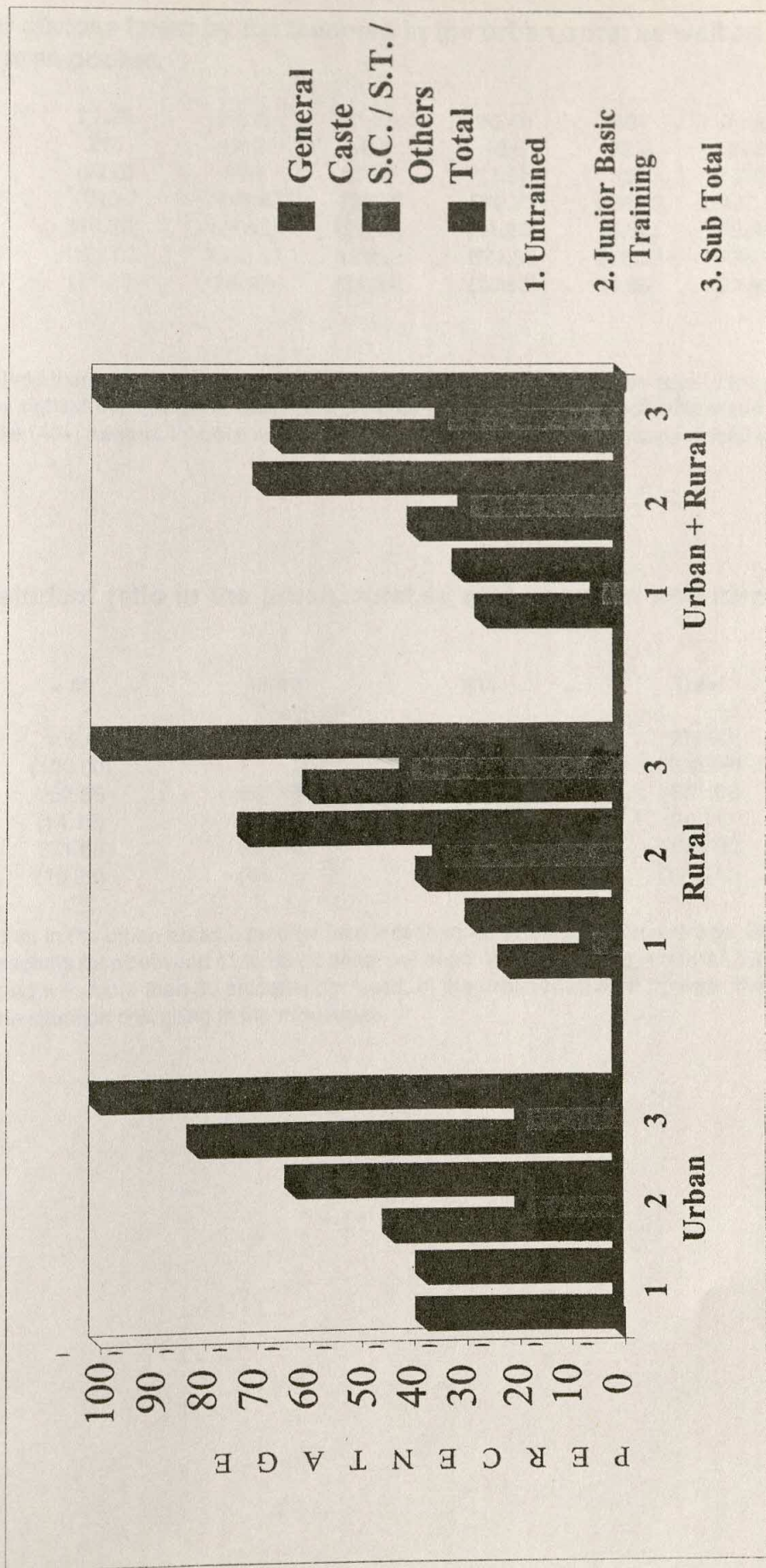
Type of Training	General caste	SC/ST/Others	Total
Untrained	875.94 (17.22)	370.59 (7.28)	1246.53 (24.50)
J.B.T	2324.61 (45.69)	1313.91 (25.83)	3638.52 (71.52)
B. Ed	33.69 (0.66)	-	33.69 (0.66)
PT/Mother etc.	101.07 (1.99)	67.38 (1.32)	16.45 (3.31)
Sub total	3335.31 (65.56)	1751.88 (34.44)	5087.19 (100)

Table 3.7.3 Caste wise distribution of trained and untrained primary school teachers of the urban and rural area pooled.

Type of Training	General caste	SC/ST/Others	Total
Untrained	1118.94 (19.51)	386.79 (6.74)	1505.73 (26.25)
J.B.T	2648.61 (46.18)	1362.51 (23.76)	4011.12 (69.94)
B. Ed	33.69 (0.59)	16.2 (0.28)	49.89 (0.87)
PT/Mother etc.	101.07 (1.76)	67.38 (1.17)	168.45 (2.94)
Sub total	3902.31 (68.04)	1832.88 (31.96)	5735.19 (100)

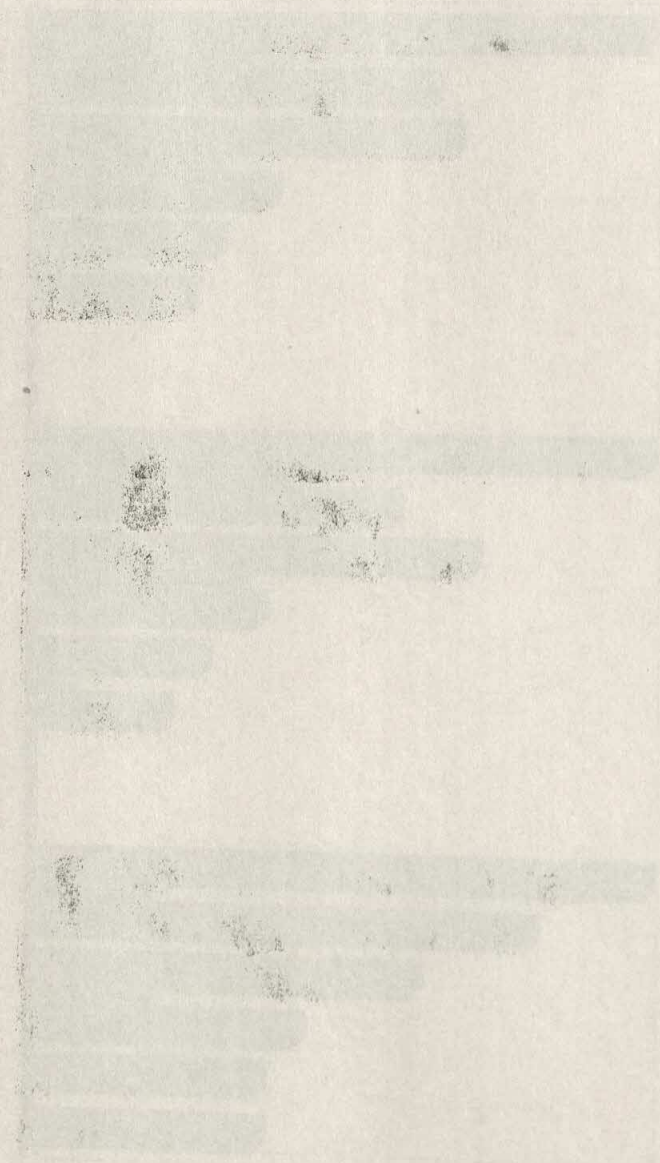
From tables 3.7. (1-3) it is apparent that in all the areas the percentage of trained teachers belonging to the general category is much higher compared to the trained teachers in the SC/ST category. While both in the urban and the rural areas approximately 50% of the teachers belonging to the general category are trained, the corresponding percentages for the SC/ST teachers are 10 and 27 respectively. However, the percentage of untrained teachers in the SC/ST category is decidedly less in all the areas compared to the same in the general category.

Fig. - 3.6
Caste and Community wise distribution of the trained and the untrained primary school Teachers of urban and rural areas as well as urban and rural pooled



100

5



100

100

100

Table 3.8 Number of classes taken by the teachers in the urban, rural as well as urban and rural area pooled.

AREA	< 20	21-25	26-30	31-35	36-40	40+	Total
URBAN	243 (37.5)	210 (32.5)	64.8 (10)	48.6 (7.5)	48.6 (7.5)	32.4 (5)	648 (100)
RURAL	471.66 (9.27)	1010.7 (19.86)	1448.67 (28.48)	1347.6 (26.49)	572.73 (11.26)	234.83 (4.63)	5087.19 (99.99)
U and R area pooled	714.66 (12.46)	1221.3 (21.29)	1513.47 (26.39)	1396.2 (24.34)	621.33 (10.83)	268.23 (4.68)	5735.19 (99.99)

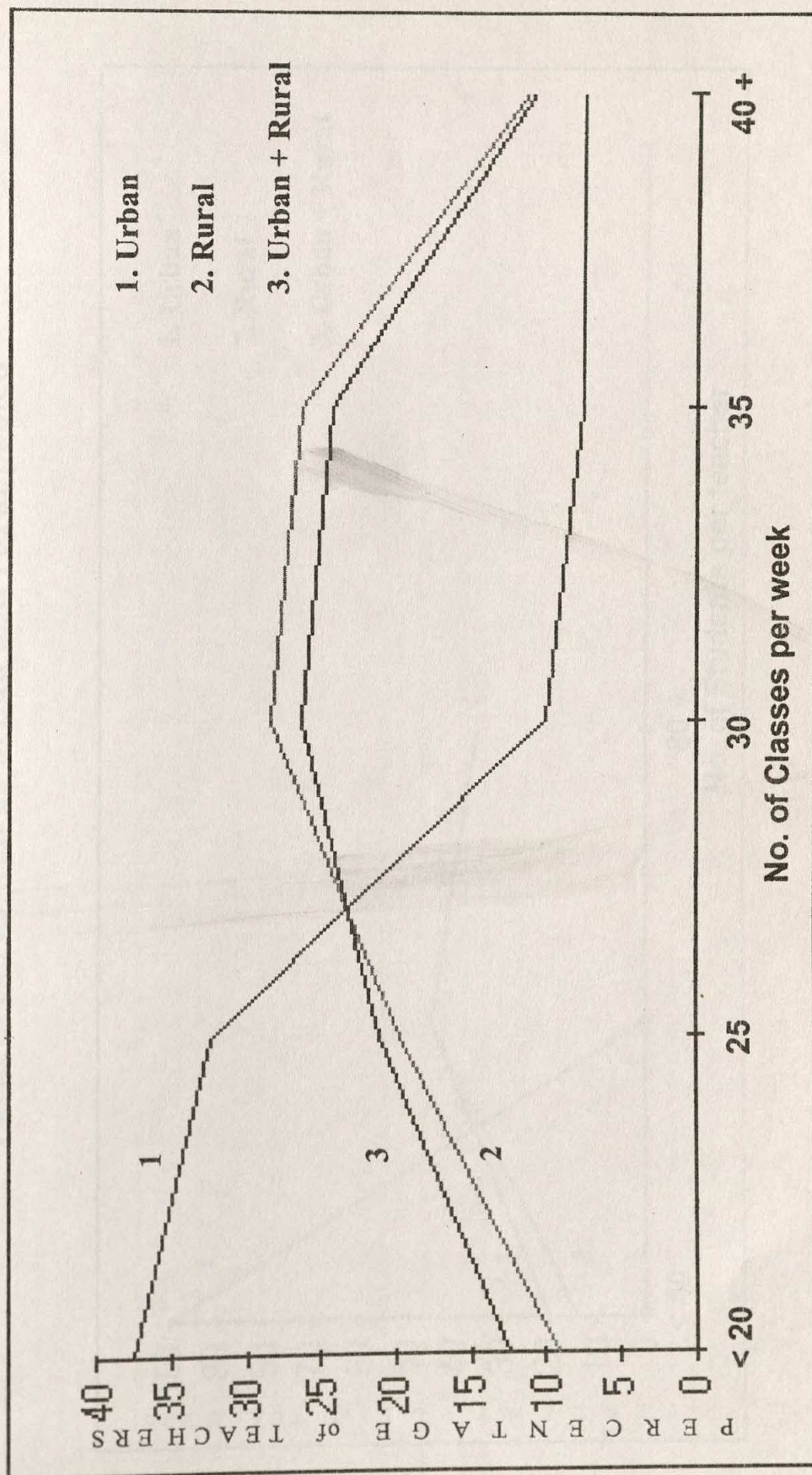
From table 3.8 it is observed that in the urban area the highest percentage of total teachers take (< 20) classes whereas in rural area the highest percentage of total teachers take (26-30) classes. In both the areas the lost percentage of teacherstake (40+) classes. In urban and rural area pooled the highest percentage of total teachers take (26-30) classes.

Table 3.9 Teacher-student ratio in the urban, rural,as well as urban and rural area pooled.

AREA	< 40	41-80	81+	Total
URBAN	109.0 (100.00)	-	-	109.00 (100.00)
RURAL	262.65 (14.12)	831.73 (44.72)	656.63 (35.30)	1751.00 (94.14)
U and R area pooled	371.65 (19.98)	831.73 (44.72)	656.63 (35.30)	1860.00 (100.00)

From table 3.9 it is seen that in the urban areas a teacher face less than 40 students on 1n average. But in the rural areas, most of the teachers face between 41 to 80 students per head. What is striking is that 37.50% of the rural teachers are burdened with more than 80 students per head. In the urban-rural area pooled, the picture roughly corresponds to the situation prevailing in the rural areas.

Fig. - 3.7
Number of Classes taken by the primary school Teachers of urban and rural areas as well as urban and rural pooled



Color of water in the lake is brownish green.

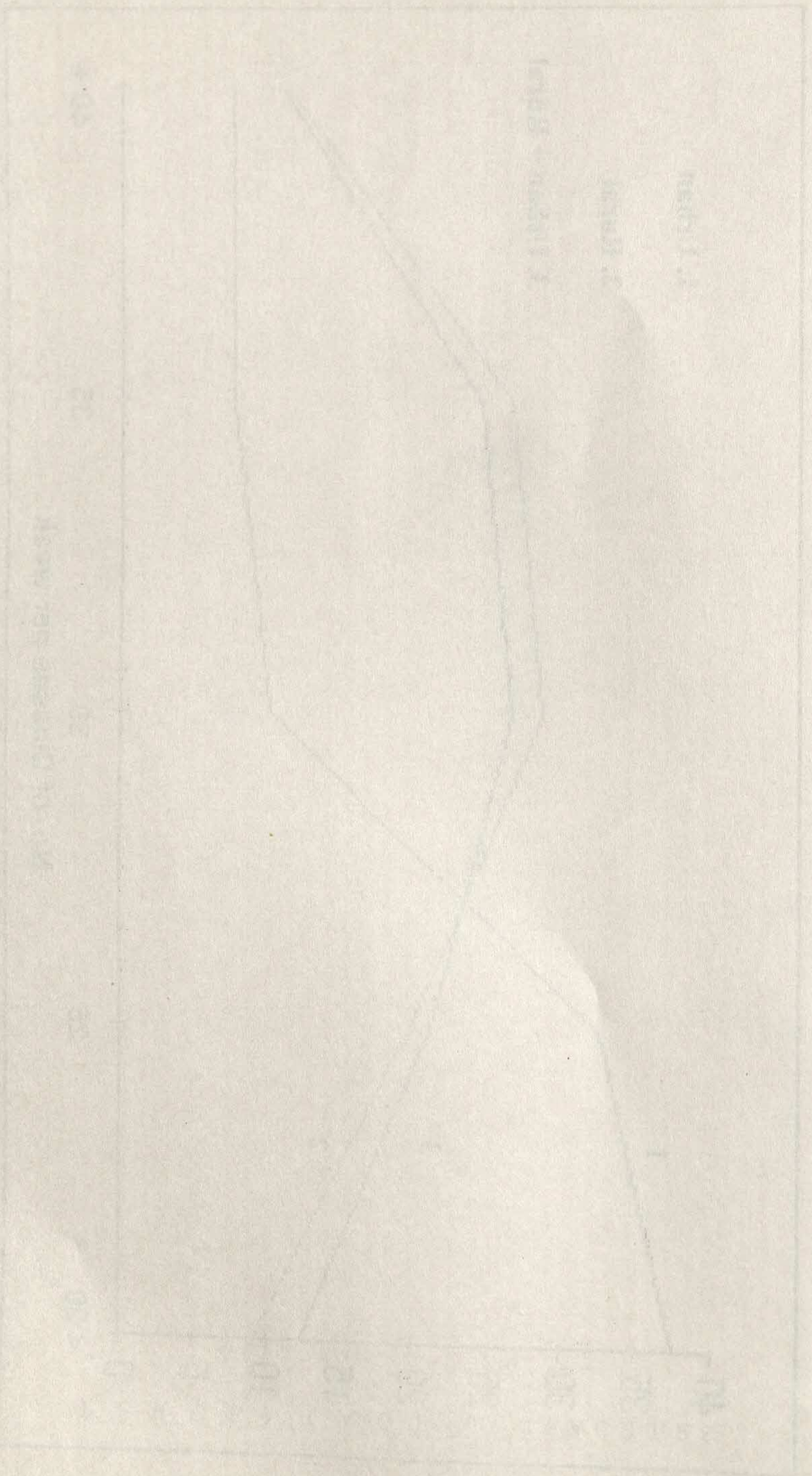
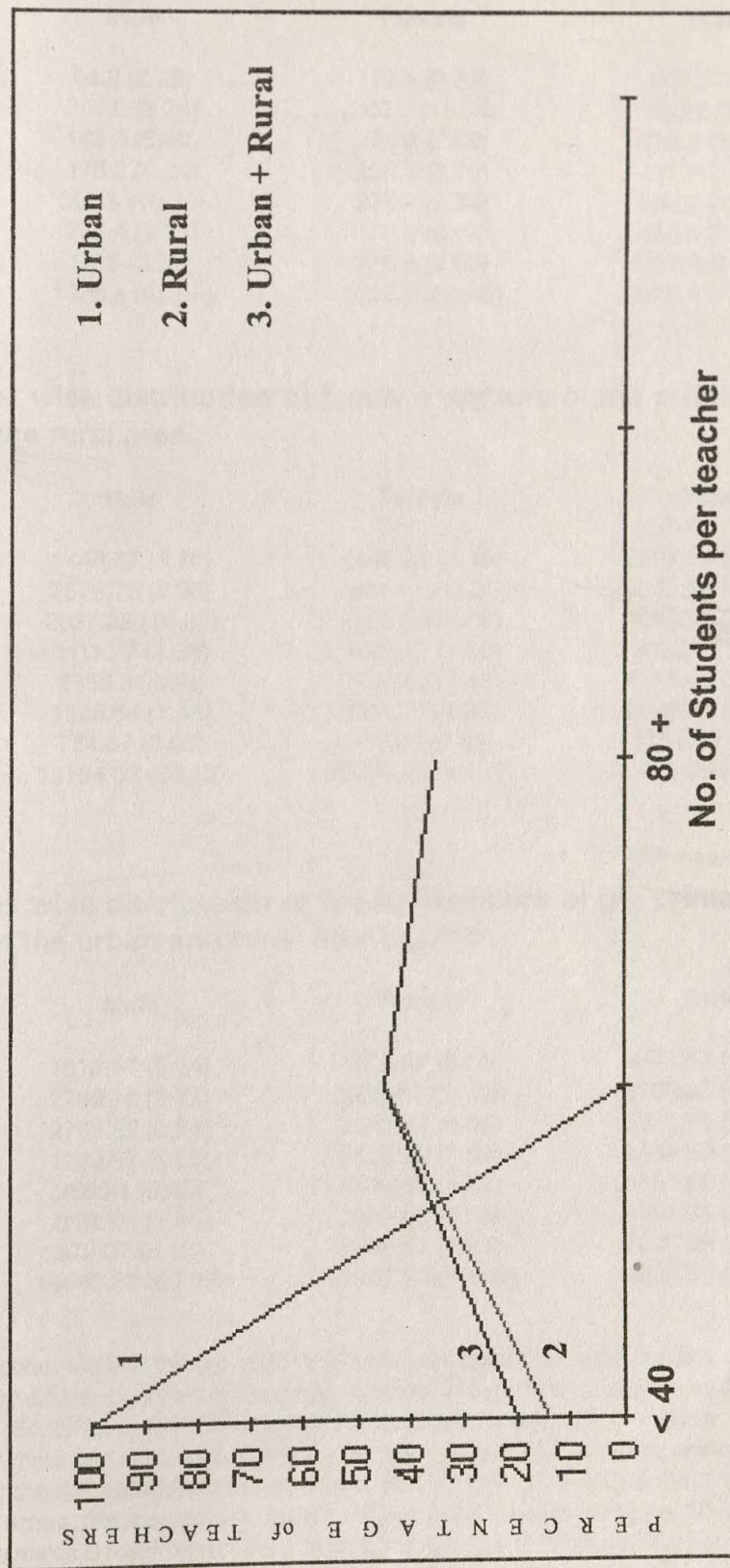


Fig. - 3.8
Teacher-student ratio of the primary schools in urban and rural areas as well as urban and rural pooled



8-2-2014

THE POSITION OF STUDENTS VARYING FROM 100 TO 1000 IN THE
A. B. C. D. E. F. G. H. I. J. K. L. M. N. O. P. Q. R. S. T. U. V. W. X. Y. Z.

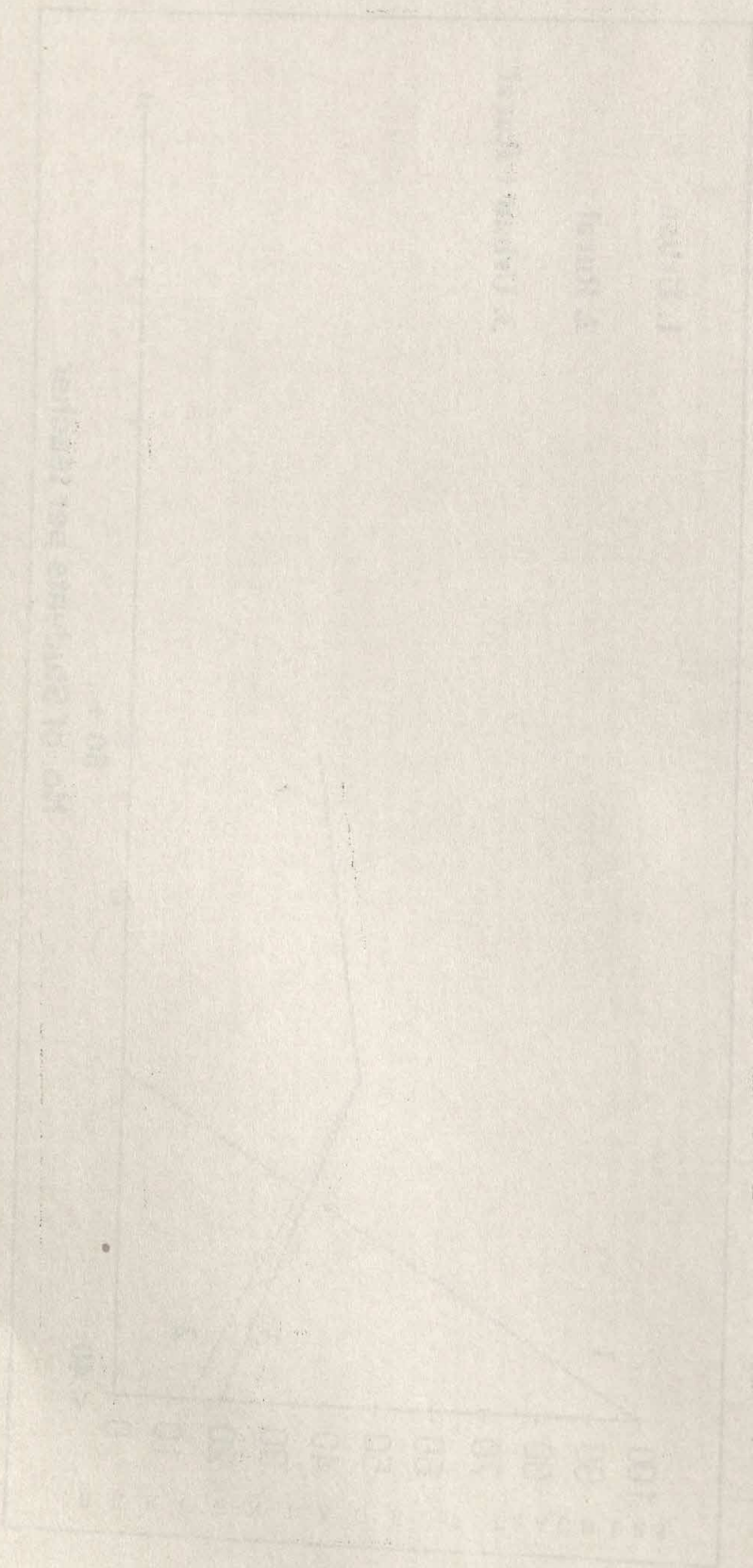


Table 3.10.1 Age and sex wise distribution of family members of the primary school teachers of the urban area.

Age group	Male	Female	Total
0-9	64.8 (2.20)	113.4 (3.85)	178.2 (6.04)
10-19	243.0 (8.24)	340.2 (11.54)	583.2 (9.78)
20-29	162.0 (5.49)	226.8 (7.69)	338.8 (13.19)
30-39	178.2 (6.04)	259.2 (8.79)	437.4 (14.84)
40-49	307.8 (10.44)	275.4 (9.34)	583.2 (19.78)
50-59	275.4 (9.34)	178.2 (6.04)	453.6 (15.38)
60 +	97.2 (3.30)	226.8 (7.69)	324.0 (10.99)
Sub total	1328.4 (45.05)	1620.0 (54.95)	2948.4 (100.00)

Table 3.10.2 Age and sex wise distribution of family members of the primary school teachers of the rural area.

Age group	Male	Female	Total
0-9	1448.67 (5.70)	1448.67 (5.70)	2897.34 (11.41)
10-19	2526.75 (9.95)	2998.41 (11.80)	5525.16 (21.75)
20-29	2627.82 (10.34)	2055.05 (8.09)	4692.91 (18.44)
30-39	1111.77 (4.38)	1920.33 (7.56)	3032.1 (11.94)
40-49	2358.3 (4.38)	2156.16 (8.49)	4514.46 (17.77)
50-59	1886.64 (7.43)	1111.77 (4.38)	2998.41 (11.80)
60 +	774.87 (3.05)	977.01 (3.85)	1751.88 (6.90)
Sub total	12734.82 (50.13)	12667.44 (49.87)	25402.26 (100.00)

Table 3.10.3 Age and sex wise distribution of family members of the primary school teachers of the urban and rural area pooled .

Age group	Male	Female	Total
0-9	1513.47 (5.34)	1562.07 (5.51)	3075.54 (10.85)
10-19	2769.75 (9.77)	3338.61 (11.78)	6108.36 (21.55)
20-29	2789.82 (9.84)	2281.89 (8.05)	5071.71 (17.89)
30-39	1289.97 (4.55)	2179.53 (7.69)	3469.50 (12.24)
40-49	2666.1 (9.40)	2431.56 (8.58)	5097.66 (17.98)
50-59	2162.04 (7.63)	1289.97 (4.55)	3452.01 (12.18)
60 +	872.07 (3.08)	1203.81 (4.25)	2075.88 (12.18)
Sub total	14063.22 (49.60)	14287.44 (50.40)	28350.66 (100.00)

From the tables 3.10. (1-3) it is observed that the sex ratio is more or less balanced in the families of the primary school teachers although a slight difference exists in the urban families. In the urban areas the males are less in number (45%) than the females (54.95%). In the urban areas the female members are more than double in the age group of 60 and above. The male-female ratio is highest in the age group 50-59. In all the areas around 50% of the total population belong to the age category of 20-49 years. The gender difference is minimum in the age group 40-49 years. In the rural areas, the maximum population belongs to the age category 10-19 years. The gender difference in favour of the males is maximum in the age group 50-59 years. Whereas, the gender difference in favour of the females is maximum in the age group 30-39 years. There is no gender difference in the age group 0-9 years. In the urban-rural areas pooled, the sex difference in favour of the male population is the maximum in the age group 50-59 years, whereas, the difference of sex is the maximum in favour of the females in the age category 30-39 years.

Table 3.10 Age and sex distribution of family members of the primary school teachers of the year 2000

Age group	Male	Female	Total
0-4	10	15	25
5-9	15	20	35
10-14	20	25	45
15-19	25	30	55
20-24	30	35	65
25-29	35	40	75
30-34	40	45	85
35-39	45	50	95
40-44	50	55	105
45-49	55	60	115
50-54	60	65	125
55-59	65	70	135
60-64	70	75	145
65-69	75	80	155
70-74	80	85	165
75-79	85	90	175
80-84	90	95	185
85-89	95	100	195
90-94	100	105	205
95-99	105	110	215
Total	1100	1200	2300

Table 3.11 Age and sex distribution of family members of the primary school teachers of the year 2001

Age group	Male	Female	Total
0-4	12	18	30
5-9	18	22	40
10-14	22	28	50
15-19	28	32	60
20-24	32	38	70
25-29	38	42	80
30-34	42	48	90
35-39	48	52	100
40-44	52	58	110
45-49	58	62	120
50-54	62	68	130
55-59	68	72	140
60-64	72	78	150
65-69	78	82	160
70-74	82	88	170
75-79	88	92	180
80-84	92	98	190
85-89	98	102	200
90-94	102	108	210
95-99	108	112	220
Total	1150	1250	2400

Table 3.12 Age and sex distribution of family members of the primary school teachers of the year 2002

Age group	Male	Female	Total
0-4	14	20	34
5-9	20	24	44
10-14	24	30	54
15-19	30	34	64
20-24	34	40	74
25-29	40	44	84
30-34	44	50	94
35-39	50	54	104
40-44	54	60	114
45-49	60	64	124
50-54	64	70	134
55-59	70	74	144
60-64	74	80	154
65-69	80	84	164
70-74	84	90	174
75-79	90	94	184
80-84	94	100	194
85-89	100	104	204
90-94	104	110	214
95-99	110	114	224
Total	1200	1300	2500

The data presented in the above tables show that the age and sex distribution of family members of primary school teachers has changed over the years. The total population of family members has increased from 2300 in 2000 to 2500 in 2002. The male population has increased from 1100 to 1200, and the female population has increased from 1200 to 1300. The age distribution of family members has also changed, with a higher proportion of family members in the younger age groups in 2002 compared to 2000. This is likely due to the increasing number of children in the population and the increasing number of women in the workforce, which has led to a higher proportion of women in the younger age groups. The data also shows that the sex ratio of family members has remained relatively stable, with a slightly higher proportion of males in the younger age groups and a slightly higher proportion of females in the older age groups.

Table 3.11.1 Age wise educational status of the family members of the primary school teachers of the urban area.

Age group	Illiterate	I+IV	V-X	XI-XII	Graduate	PG	Total
0-9	810.0 (3.5)	97.2 (4.22)	-	-	-	-	178.2 (7.75)
10-19	-	32.4 (1.41)	437 (19.01)	113.4 (4.93)	-	-	583.2 (25.35)
20-29	16.2 (0.70)	-	48.6 (2.11)	113.4 (4.93)	210.6 (9.15)	-	388.2 (16.90)
30-39	-	-	307.8 (13.38)	64.8 (2.82)	48.6 (2.11)	-	421.2 (18.31)
40-49	-	-	81.0 (3.52)	97.2 (4.22)	48.6 (2.11)	-	226.8 (9.86)
50-59	-	16.2 (0.70)	32.4 (1.41)	32.4 (1.41)	81.0 (3.52)	32.4 (1.41)	194.4 (8.45)
60 +	32.4 (1.41)	113.4 (4.93)	113.4 (4.93)	32.4 (1.41)	16.2 (0.70)	-	307.8 (13.38)
Sub total	129.6 (5.63)	259.2 (11.27)	1020.6 (44.37)	453.6 (19.72)	405.0 (17.60)	32.4 (1.41)	2300.0

Table 3.11.2 Age wise educational status of the family members of the primary school teachers of the rural area.

Age group	Illiterate	I+IV	V-X	XI-XII	Graduate	PG	Total
0-9	1078.08 (5.31)	1718.19 (8.46)	101.07 (0.50)	-	-	-	2897.34 (14.26)
10-19	33.69 (0.16)	673.80 (3.32)	23739.59 (18.41)	1078.08 (5.31)	-	-	5525.16 (27.20)
20-29	101.07 (0.50)	235.83 (1.16)	1482.36 (7.30)	1448.67 (7.13)	1179.15 (5.80)	67.38 (0.33)	4514.46 (22.22)
30-39	-	168.45 (0.83)	1246.53 (6.13)	505.35 (2.49)	269.52 (1.33)	33.69 (0.16)	2223.54 (10.94)
40-49	-	202.14 (0.99)	1212.84 (5.97)	640.11 (3.15)	235.83 (1.16)	67.38 (0.33)	2358.3 (11.61)
50-59	33.69 (0.16)	33.69 (0.16)	707.49 (3.48)	134.76 (0.66)	134.76 (0.66)	-	1044.39 (5.14)
60 +	303.21 (1.49)	539.04 (2.65)	741.18 (3.65)	134.76 (0.66)	33.69 (0.16)	-	1751.88 (8.62)
Sub total	1549.74 (7.63)	3571.14 (17.58)	9231.06 (45.44)	3947.73 (19.30)	1852.95 (9.12)	168.45 (0.83)	20315.07 (100)

Table 3.11.3 Age wise educational status of the family members of the primary school teachers of the and urban rural pooled area.

Age group	Illiterate	I+IV	V-X	XI-XII	Graduate	PG	Total
0-9	1159.08 (5.12)	1815.39 (6.03)	101.07 (0.45)	-	-	-	3075.54 (13.60)
10-19	33.69 (0.15)	706.20 (3.12)	4176.99 (18.47)	1191.48 (5.27)	-	-	6108.36 (27.01)
20-29	117.2 (0.52)	235.83 (1.04)	1530.96 (6.77)	1562.07 (6.91)	1389.75 (6.14)	67.38 (0.30)	4903.26 (21.68)
30-39	-	168.45 (0.74)	1554.33 (6.87)	570.15 (2.52)	318.12 (1.41)	33.69 (0.15)	2644.74 (21.68)
40-49	-	202.14 (0.89)	1293.84 (5.72)	737.31 (3.26)	284.43 (1.26)	67.38 (0.30)	2585.10 (11.43)
50-59	33.69 (0.15)	49.89 (0.22)	739.89 (3.27)	167.16 (0.74)	215.76 (0.95)	32.40 (0.14)	1238.79 (9.11)
60 +	335.61 (1.48)	652.44 (2.88)	854.58 (3.78)	167.16 (0.74)	49.89 (0.22)	-	2059.68 (9.11)
Sub total	167.34 (7.42)	3830.34 (16.94)	10251.66 (45.33)	4395.33 (19.43)	2257.33 (9.98)	200.85 (0.89)	2215.47 (100)

From tables 3.11. (1-3) we get a picture of age-wise educational status of the family members of the teachers. It is observed that in the age group 50-59 there is no post graduate degree holders in the rural areas. However, in the age-groups 20-29, 30-39 and 40-49 in the rural areas there is a fair number of post graduate degree holders whereas there is none in the urban areas. As far as obtaining graduation degree is concerned the urban areas have an edge over the rural areas across all the age-groups. At the XI-XII level, except for the 10-19 and 20-29 age groups, the urban areas fare better than the rural areas. The percentage of illiterate members is slightly higher in the rural areas compared to the urban areas. In the urban rural area pooled, the percentage of illiterate family members is closer to that of the rural areas. The number of family members at different levels of educational attainment more or less is evenly distributed among various age-groups in the rural and urban area pooled.

Table 3.12.1 Sex wise educational status of the family members of primary school teachers of the urban area.

Sex	Illiterate	I-IV	V-X	XI-XII	Graduate	PG	Total
Male	64.8 (2.82)	32.4 (1.41)	405 (17.60)	243 (10.56)	307 (13.38)	32.40 (1.41)	1085.40 (47.18)
Female	64.8 (2.82)	226.8 (9.86)	615.6 (26.76)	97.20 (9.15)	x (4.22)	x	1215.00 (52.82)
Sub total	129.6 (5.64)	259.2 (11.27)	1020.6 (44.37)	453.6 (19.72)	405 (17.60)	32.40 (1.41)	2300.40 (100)

Table 3.12.2 Sex wise educational status of the family members of primary school teachers of the urban area.

Sex	Illiterate	I-IV	V-X	XI-XII	Graduate	PG	Total
Male	673.80 (33.17)	1448.67 (7.13)	3505.76 (17.25)	2156.16 (10.61)	1212.84 (5.97)	134.76 (0.66)	9129.99 (44.94)
Female	87.94 (4.31)	2122.47 (10.48)	5727.30 (28.19)	1785.57 (8.79)	640.11 (3.15)	33.69 (0.16)	11185.08 (55.06)
Sub total	1549.74 (7.63)	3571.14 (17.58)	9231.06 (45.44)	3941.73 (19.40)	1852.95 (9.12)	168.45 (0.83)	20315.07 (100)

Table 3.12.3 Sex wise educational status of the family members of primary school teachers of the urban and rural pooled area.

Sex	Illiterate	I-IV	V-X	XI-XII	Graduate	PG	Total
Male	738.60 (3.26)	1481.07 (6.56)	3908.76 (17.28)	2399.16 (10.61)	1520.64 (6.72)	167.16 (0.74)	10215.39 (45.17)
Female	940.74 (4.16)	2349.27 (10.39)	6342.90 (28.05)	1996.17 (8.83)	737.31 (3.26)	33.69 (0.15)	12400.08 (54.83)
Sub total	1679.34 (7.42)	3830.34 (16.94)	10251.66 (45.33)	4395.33 (19.43)	2257.95 (9.98)	200.85 (0.89)	22615.47 (100)

From tables 3.12. (1-3) it is found that in the urban areas 5.64% of the family members are illiterate and there is no gender wise variation in this regard. However, in the rural areas the percentage of female illiterates is marginally lower than male illiterates whereas the over all illiteracy is 7.63% slightly higher than in the urban areas. In the urban-rural area pooled the picture is same as in the rural areas. In all the areas the level of academic achievement is concentrated around class V-X for both the sexes. The percentage of female graduates is less in all the areas but the difference between the percentage are highest in the urban areas. There is no female post graduate degree holder in the urban areas, although post graduate degree holders are rare among the primary school teachers of the Jalpaiguri district irrespective of sex.

Table 3.13 Family types of the primary school teachers of the urban, rural as well as urban rural area pooled.

AREA	Nuclear Family	Joint Family	Total
URBAN	324.0 (50.00)	324.0 (50.00)	648.0 (100.00)
RURAL	3133.17 (61.59)	1954.02 (38.41)	5087.19 (100.00)
U and R area pooled	3457.52 (60.28)	2278.24 (39.72)	5735.19 (100.00)

From the table 3.13 it is observed that the number of nuclear families is more than the joint families in the urban-rural area pooled. It is interesting to note that the number of nuclear families is more than joint families in the rural areas. In the urban areas, however, the number of nuclear and joint families is equal.

Table 3.12.1 Sex ratio educational status of the family members of primary school teachers of the urban area

Sex	Male	Female	Total
Below 10	100	100	200
10-19	100	100	200
20-29	100	100	200
30-39	100	100	200
40-49	100	100	200
50-59	100	100	200
60-69	100	100	200
70-79	100	100	200
80-89	100	100	200
90-99	100	100	200
100+	100	100	200

Table 3.12.2 Sex ratio educational status of the family members of primary school teachers of the urban area

Sex	Male	Female	Total
Below 10	100	100	200
10-19	100	100	200
20-29	100	100	200
30-39	100	100	200
40-49	100	100	200
50-59	100	100	200
60-69	100	100	200
70-79	100	100	200
80-89	100	100	200
90-99	100	100	200
100+	100	100	200

Table 3.12.3 Sex ratio educational status of the family members of primary school teachers of the urban and rural areas

Sex	Male	Female	Total
Below 10	100	100	200
10-19	100	100	200
20-29	100	100	200
30-39	100	100	200
40-49	100	100	200
50-59	100	100	200
60-69	100	100	200
70-79	100	100	200
80-89	100	100	200
90-99	100	100	200
100+	100	100	200

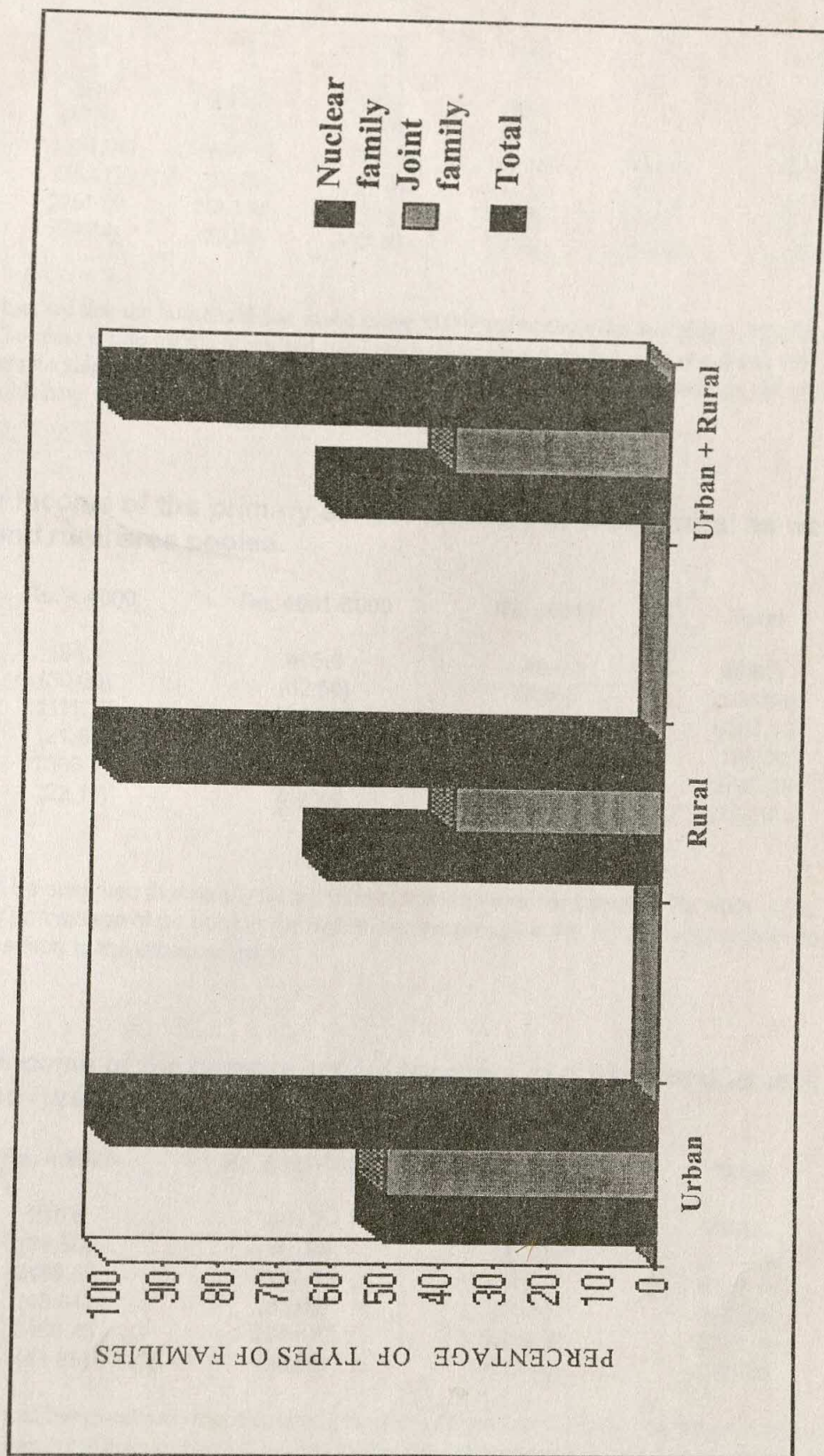
The data in the above tables show that the sex ratio of the family members of primary school teachers is generally balanced. The sex ratio is close to 100 in all categories, indicating that the number of males and females is nearly equal. This suggests that the family members of primary school teachers are well-represented in both genders across all educational levels and age groups.

Table 3.13 Family size of the primary school teachers of the urban area

Area	Urban	Rural	Total
Below 10	100	100	200
10-19	100	100	200
20-29	100	100	200
30-39	100	100	200
40-49	100	100	200
50-59	100	100	200
60-69	100	100	200
70-79	100	100	200
80-89	100	100	200
90-99	100	100	200
100+	100	100	200

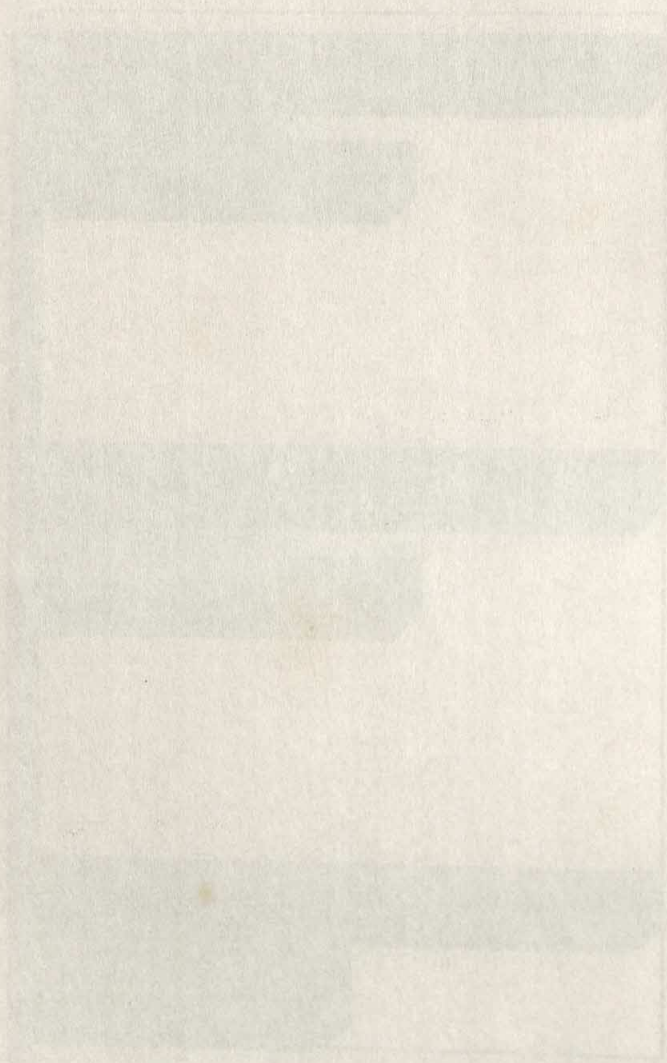
The data in the above table show that the family size of primary school teachers is generally small. The majority of teachers have families with 10 or fewer members. This indicates that primary school teachers tend to have smaller families compared to other professions.

Fig. - 3.09
Family type of the primary school Teachers of urban and rural areas as well as urban and rural polled



as they are seen in the field and in the laboratory. These findings are to be published in the near future.

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Table 3.14 Household size of the primary school teachers of the urban, rural as well as urban rural area pooled.

AREA	1-2	3-4	5-6	7-8	9-10	10	Total
URBAN	32.4 (5.0)	307 (47.5)	243.0 (37.5)	32.4 (5.0)	32.4 (5.0)	-	648.0 (100.00)
RURAL	370.59 (7.28)	1954.04 (38.41)	1819.26 (35.76)	707.49 (13.90)	67.38 (1.32)	1689.45 (33.21)	5087.16 (100.00)
U and R area pooled	402.99 (7.03)	2261.89 (39.44)	2062.96 (35.96)	739.89 (12.90)	9978 (1.74)	168.45 (2.94)	5735.16 (100.00)

From the table 3.14 it is observed that the household size in the range of 3-4 members is the maximum (39.44%) in the urban-rural area pooled. The same is true for the urban and rural areas taken separately. It is also noted that 75% of the households have of members varying between 3 and 6. in rural and the urban-rural area pooled whereas, in the urban area almost 85% of the households have that number of family members.

Table 3.15 Monthly income of the primary school teachers of urban, rural as well as urban and rural area pooled.

AREA	Rs. < 4000	Rs. 4001-5000	Rs. 5001+	Total
URBAN	194.4 (30.00)	405.0 (62.50)	48.6 (7.50)	648.0 (100.00)
RURAL	1111.77 (21.85)	2964.72 (58.27)	1010.7 (19.86)	5087.19 (100.00)
U and R area pooled	1306.17 (22.11)	3369.72 (58.75)	1059.30 (18.47)	5735.19 (100.00)

From the table 3.15 it can be observed that nearly 60 per cent of the teachers ear between Rs. 4000-5000. It is interesting to note that the percentage of persons in the higher income group i.e. Rs. 5000+ is more than double in the rural areas in comparison to the urban areas.

Table 3.16 Monthly income of the primary school teachers of urban, rural as well as urban and rural area pooled.

AREA	Rs. < 6000	Rs. 6001-9000	Rs. 9001+	Total
URBAN	210.6 (32.50)	259.2 (40.00)	178.2 (27.50)	648.0 (100.00)
RURAL	2189.85 (43.04)	1785.57 (35.09)	1111.77 (21.85)	5087.19 (100.00)
U and R area pooled	2400.45 (41.85)	2044.77 (35.65)	1289.97 (22.49)	5735.19 (100.00)

From table 3.16, it is found that the maximum monthly family income of the teachers lie in the range of less than Rs. 6000 in the rural and urban-rural area pooled. Whereas that of the urban teachers are highest in the range of Rs. 6001-9000. It is interesting to note that monthly family income of the rural teachers are less in comparison to their urban counterparts.

Table 3.14 Monthly income of the primary school teachers of urban and rural areas

Area	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030																																																																																																																																																						
Urban	1000	1100	1200	1300	1400	1500	1600	1700	1800	1900	2000	2100	2200	2300	2400	2500	2600	2700	2800	2900	3000	3100	3200	3300	3400	3500	3600	3700	3800	3900	4000	4100	4200	4300	4400	4500	4600	4700	4800	4900	5000	5100	5200	5300	5400	5500	5600	5700	5800	5900	6000	6100	6200	6300	6400	6500	6600	6700	6800	6900	7000	7100	7200	7300	7400	7500	7600	7700	7800	7900	8000	8100	8200	8300	8400	8500	8600	8700	8800	8900	9000	9100	9200	9300	9400	9500	9600	9700	9800	9900	10000																																																																																																				
Rural	500	550	600	650	700	750	800	850	900	950	1000	1050	1100	1150	1200	1250	1300	1350	1400	1450	1500	1550	1600	1650	1700	1750	1800	1850	1900	1950	2000	2050	2100	2150	2200	2250	2300	2350	2400	2450	2500	2550	2600	2650	2700	2750	2800	2850	2900	2950	3000	3050	3100	3150	3200	3250	3300	3350	3400	3450	3500	3550	3600	3650	3700	3750	3800	3850	3900	3950	4000	4050	4100	4150	4200	4250	4300	4350	4400	4450	4500	4550	4600	4650	4700	4750	4800	4850	4900	4950	5000	5050	5100	5150	5200	5250	5300	5350	5400	5450	5500	5550	5600	5650	5700	5750	5800	5850	5900	5950	6000	6050	6100	6150	6200	6250	6300	6350	6400	6450	6500	6550	6600	6650	6700	6750	6800	6850	6900	6950	7000	7050	7100	7150	7200	7250	7300	7350	7400	7450	7500	7550	7600	7650	7700	7750	7800	7850	7900	7950	8000	8050	8100	8150	8200	8250	8300	8350	8400	8450	8500	8550	8600	8650	8700	8750	8800	8850	8900	8950	9000	9050	9100	9150	9200	9250	9300	9350	9400	9450	9500	9550	9600	9650	9700	9750	9800	9850	9900	9950	10000

The data in this table shows the monthly income of primary school teachers in urban and rural areas from 1990 to 2025. The income generally increases over time, with urban teachers earning more than rural teachers. The data is presented in a table format with columns for the year and rows for the area (Urban and Rural).

Table 3.15 Monthly income of the primary school teachers of urban and rural areas

1990	1991-92	1993-1994	1995-96	1997
1000	1000	1000	1000	1000
1000	1000	1000	1000	1000
1000	1000	1000	1000	1000
1000	1000	1000	1000	1000
1000	1000	1000	1000	1000
1000	1000	1000	1000	1000
1000	1000	1000	1000	1000
1000	1000	1000	1000	1000
1000	1000	1000	1000	1000
1000	1000	1000	1000	1000
1000	1000	1000	1000	1000
1000	1000	1000	1000	1000
1000	1000	1000	1000	1000
1000	1000	1000	1000	1000
1000	1000	1000	1000	1000
1000	1000	1000	1000	1000
1000	1000	1000	1000	1000
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1000	1000	1000	1000	1000
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1000	1000	1000	1000	1000
1000	1000	1000	1000	1000
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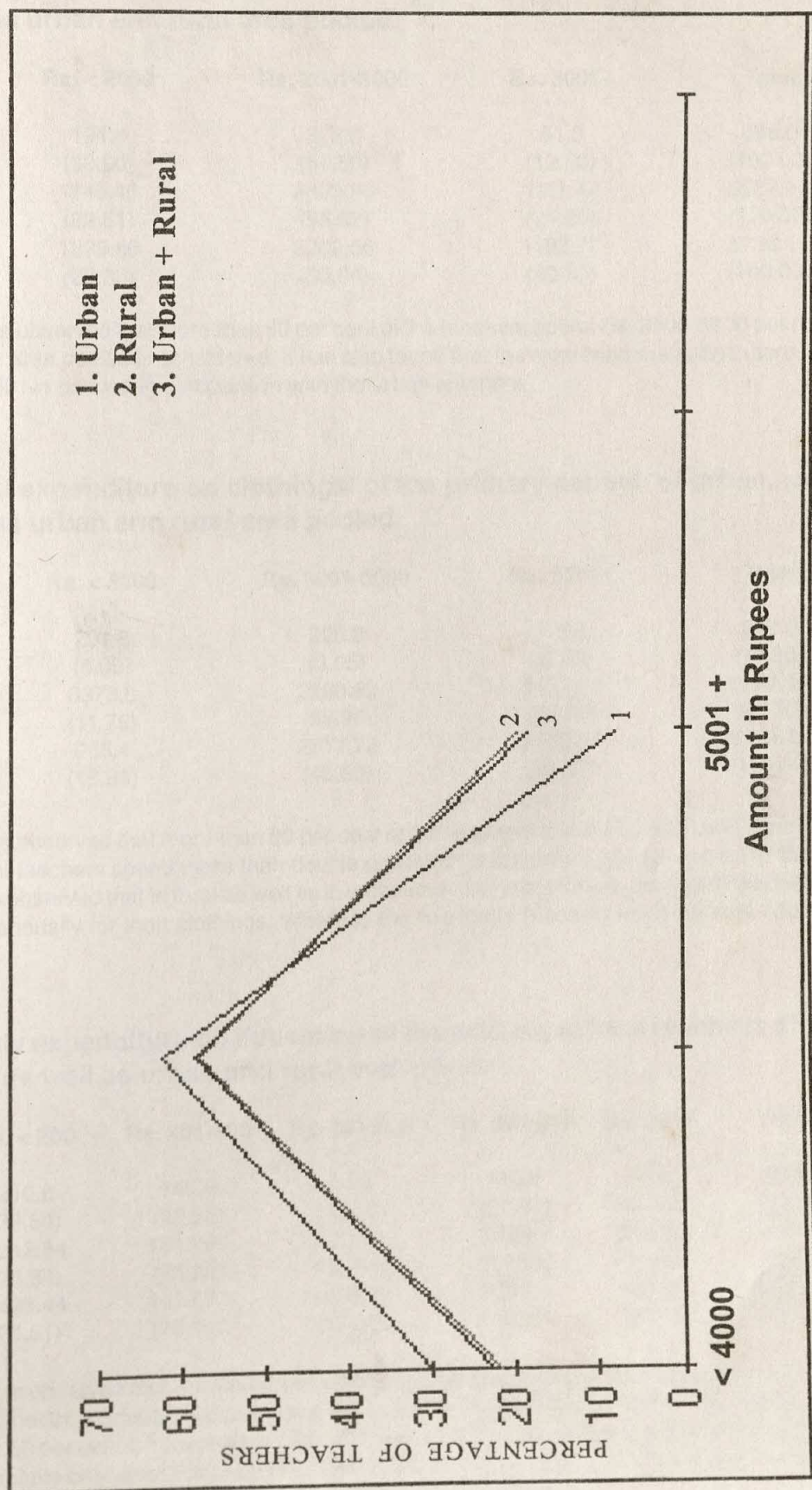
The data in this table shows the monthly income of primary school teachers in urban and rural areas from 1990 to 2025. The income generally increases over time, with urban teachers earning more than rural teachers. The data is presented in a table format with columns for the year and rows for the area (Urban and Rural).

Table 3.16 Monthly income of the primary school teachers of urban and rural areas

Area	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025																																																																																																																																																											
Urban	1000	1100	1200	1300	1400	1500	1600	1700	1800	1900	2000	2100	2200	2300	2400	2500	2600	2700	2800	2900	3000	3100	3200	3300	3400	3500	3600	3700	3800	3900	4000	4100	4200	4300	4400	4500	4600	4700	4800	4900	5000	5100	5200	5300	5400	5500	5600	5700	5800	5900	6000	6100	6200	6300	6400	6500	6600	6700	6800	6900	7000	7100	7200	7300	7400	7500	7600	7700	7800	7900	8000	8100	8200	8300	8400	8500	8600	8700	8800	8900	9000	9100	9200	9300	9400	9500	9600	9700	9800	9900	10000																																																																																																				
Rural	500	550	600	650	700	750	800	850	900	950	1000	1050	1100	1150	1200	1250	1300	1350	1400	1450	1500	1550	1600	1650	1700	1750	1800	1850	1900	1950	2000	2050	2100	2150	2200	2250	2300	2350	2400	2450	2500	2550	2600	2650	2700	2750	2800	2850	2900	2950	3000	3050	3100	3150	3200	3250	3300	3350	3400	3450	3500	3550	3600	3650	3700	3750	3800	3850	3900	3950	4000	4050	4100	4150	4200	4250	4300	4350	4400	4450	4500	4550	4600	4650	4700	4750	4800	4850	4900	4950	5000	5050	5100	5150	5200	5250	5300	5350	5400	5450	5500	5550	5600	5650	5700	5750	5800	5850	5900	5950	6000	6050	6100	6150	6200	6250	6300	6350	6400	6450	6500	6550	6600	6650	6700	6750	6800	6850	6900	6950	7000	7050	7100	7150	7200	7250	7300	7350	7400	7450	7500	7550	7600	7650	7700	7750	7800	7850	7900	7950	8000	8050	8100	8150	8200	8250	8300	8350	8400	8450	8500	8550	8600	8650	8700	8750	8800	8850	8900	8950	9000	9050	9100	9150	9200	9250	9300	9350	9400	9450	9500	9550	9600	9650	9700	9750	9800	9850	9900	9950	10000

The data in this table shows the monthly income of primary school teachers in urban and rural areas from 1990 to 2025. The income generally increases over time, with urban teachers earning more than rural teachers. The data is presented in a table format with columns for the year and rows for the area (Urban and Rural).

Fig. - 3.10
Monthly income of the primary school Teachers of urban and rural areas as well as urban and rural pooled



THE EFFECT OF TEMPERATURE ON THE RATE OF REACTION BETWEEN HYDROGEN AND NITROGEN

by J. H. KILPATRICK and J. H. KILPATRICK

RECEIVED
JANUARY 10, 1934
REVISED
MARCH 10, 1934

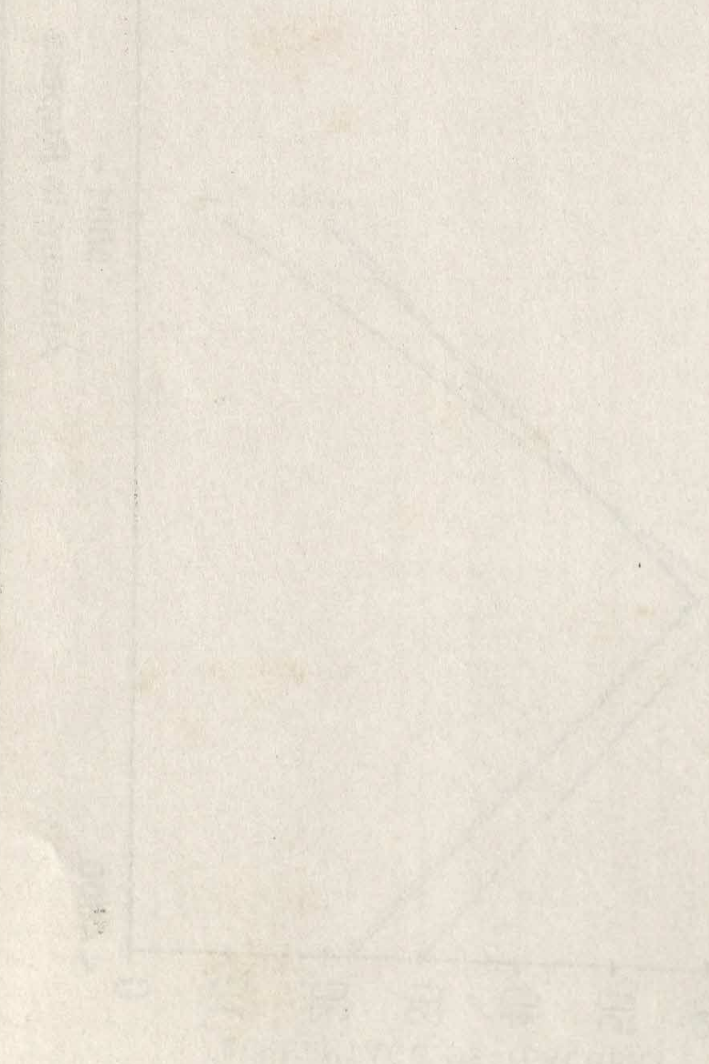


Table 3.17 Monthly Expenditure on Food primary school teachers of urban, rural as well as urban and rural area pooled.

AREA	Rs. < 2000	Rs. 2001-3000	Rs. 3001+	Total
URBAN	194.4 (30.00)	372.6 (57.50)	81.0 (12.50)	648.0 (100.00)
RURAL	1145.46 (22.51)	2829.96 (55.62)	1111.77 (21.85)	5087.19 (100.00)
U and R area pooled	1339.86 (23.36)	3202.56 (55.84)	1192.77 (20.80)	5735.19 (100.00)

From the table 3.17 it is observed that more than 50 per cent of the teachers spend Rs. 2000-3000 per month for food if the urban rural area pooled is considered. It has also found that the rural teachers spend more (greater than equal to (Rs. 30001+) on food in comparison with the urban teachers.

Table 3.18 Annual expenditure on clothings of the primary school of urban, rural as well as urban and rural area pooled.

AREA	Rs. < 3000	Rs. 3001-5000	Rs. 5001+	Total
URBAN	291.6 (5.08)	226.8 (3.95)	129.6 (2.26)	648.0 (11.30)
RURAL	6373.8 (11.75)	2290.92 (39.94)	2122.47 (37.01)	5087.19 (88.70)
U and R area pooled	965.4 (16.83)	2517.72 (43.90)	2252.07 (39.27)	5735.19 (100.00)

From the table 3.18 it is observed that more than 80 per cent of the teachers spend Rs. 3000 and more annually on clothings. The rural teachers spend more than double on clothings annually when compared to their urban counterparts. It is also observed that in rural as well as in urban and rural pooled area, maximum teachers spend more than Rs. 3000 annually for their clothings. Whereas the maximum teachers in urban areas spend < Rs. 3000/- only.

Table 3.19 Monthly expenditure on education of the primary school teachers of urban, rural as well as urban and rural area pooled.

AREA	Rs. < 200	Rs. 201-400	Rs. 401-600	Rs. 601-800	Rs. 801+	Total
URBAN	210.6 (32.50)	145.8 (22.50)	64.8 (10.00)	145.8 (22.50)	81.0 (12.50)	648.0 (100.00)
RURAL	1212.84 (23.84)	1313.91 (25.82)	943.32 (18.54)	774.87 (15.23)	842.25 (16.55)	5087.19 (100.00)
U and R area pooled	1423.44 (24.81)	1459.71 (25.45)	1008.12 (17.58)	920.67 (16.05)	923.25 (16.10)	5735.19 (100.00)

From the table 3.19 it is observed that maximum percentage (more than 25%) of teachers spend between Rs. 200/- to Rs. 400/- per month on educational purposes in rural as well as the in urban and rural area pooled. It is also observed that 32.50 per cent teachers spend Rs. 200 per month on education in the urban areas whereas nearly 20 per cent teachers only spend between Rs. 201 to Rs. 400/- per month for education. It is interesting to note that in none of the areas teachers spend for education more than Rs. 400/-

Table 2.17 Monthly expenditure on food (Rs) by social strata of urban, rural as well as urban and rural areas pooled

Area	Rs < 200	Rs 201-300	Rs 301-400	Rs 401-500	Rs 501 & above
Urban	124.4	170.4	210.4	250.4	290.4
Rural	111.4	151.4	191.4	231.4	271.4
Urban and Rural Pooled	117.9	160.9	200.9	240.9	280.9

From the Table 2.17 it is observed that the monthly expenditure on food is higher in urban areas than in rural areas. The pooled data also shows that the monthly expenditure on food is higher in urban areas than in rural areas.

Table 2.18 Monthly expenditure on education (Rs) by social strata of urban, rural as well as urban and rural areas pooled

Area	Rs < 200	Rs 201-300	Rs 301-400	Rs 401-500	Rs 501 & above
Urban	124.4	170.4	210.4	250.4	290.4
Rural	111.4	151.4	191.4	231.4	271.4
Urban and Rural Pooled	117.9	160.9	200.9	240.9	280.9

From the Table 2.18 it is observed that the monthly expenditure on education is higher in urban areas than in rural areas. The pooled data also shows that the monthly expenditure on education is higher in urban areas than in rural areas.

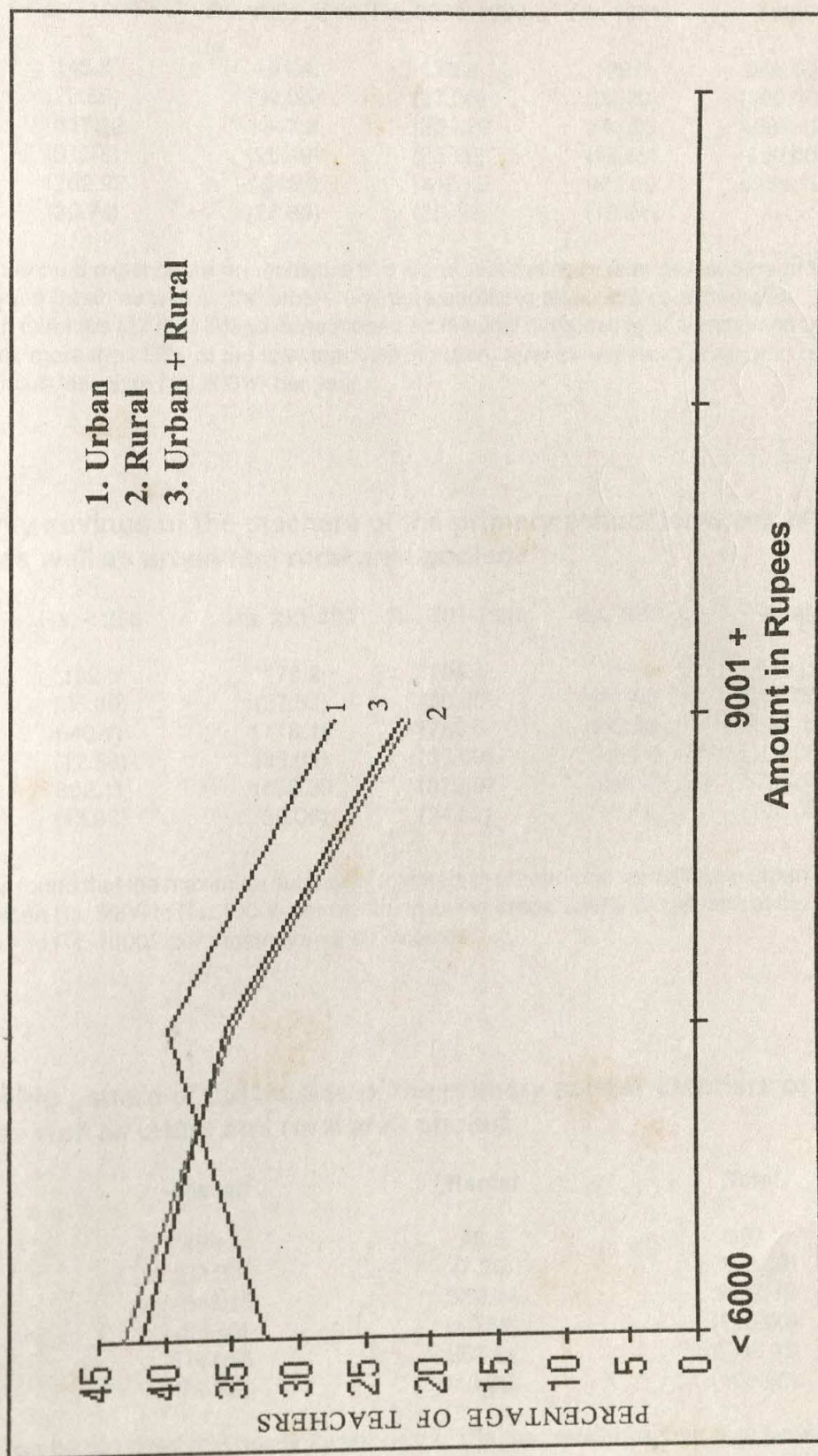
Table 2.19 Monthly expenditure on education (Rs) by social strata of urban, rural as well as urban and rural areas pooled

Area	Rs < 200	Rs 201-300	Rs 301-400	Rs 401-500	Rs 501 & above
Urban	124.4	170.4	210.4	250.4	290.4
Rural	111.4	151.4	191.4	231.4	271.4
Urban and Rural Pooled	117.9	160.9	200.9	240.9	280.9

From the Table 2.19 it is observed that the monthly expenditure on education is higher in urban areas than in rural areas. The pooled data also shows that the monthly expenditure on education is higher in urban areas than in rural areas.

Fig. - 3.11

Monthly family income of the primary school Teachers of urban and rural areas as well as urban and rural pooled



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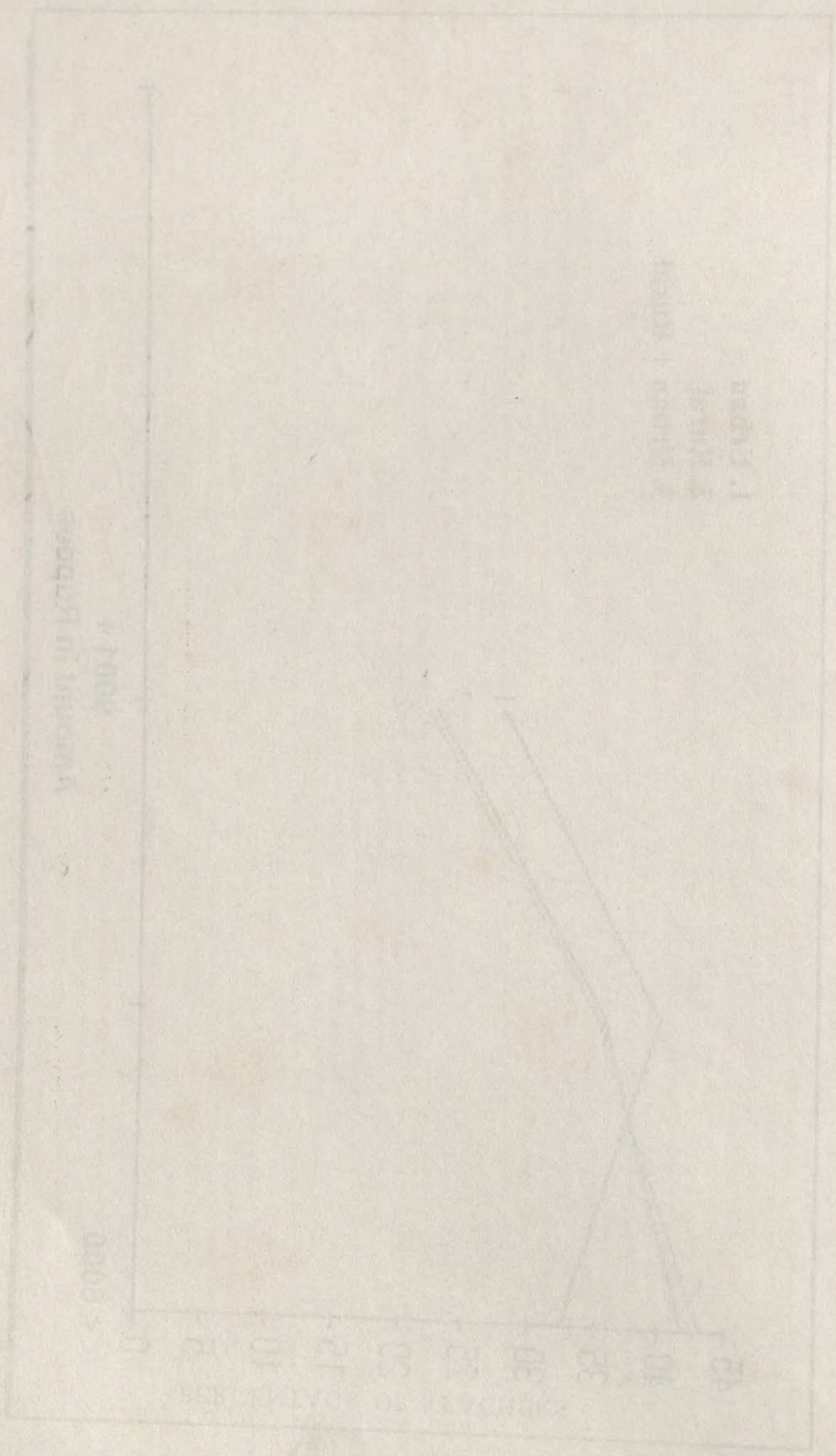


Table 3.20 Annual medicare expenditure of the primary school teachers of urban, rural as well as urban and rural area pooled.

AREA	Rs. < 1000	Rs. 1001-2000	Rs. 2001-4000	Rs. 4001+	Total
URBAN	145.8 (22.50)	194.4 (30.00)	178.2 (27.50)	129.6 (20.00)	648.00 (100.00)
RURAL	1617.12 (31.78)	1347.6 (26.49)	1280.22 (25.16)	842.25 (16.55)	5087.19 (100.00)
U and R area pooled	1762.92 (30.74)	1542.0 (26.89)	1458.42 (25.43)	971.85 (16.94)	5735.19 -

From the table 3.20 on annual expenditure on medicare it is found that the maximum percentage of teachers spend Rs. 1000 per year if urban as well as the urban-rural area pooled is taken into consideration. It is also observed that the urban teachers (27.5%) spend more money on medical purposes in comparison to their rural counterparts. In general, more than 50% of the total teachers in urban, rural as well as in urban and rural area pooled spend for medicare less than Rs. 2001/- per year.

Table 3.21 Monthly savings of the teachers of the primary school teachers of urban, rural as well as urban and rural area pooled.

AREA	Rs. < 250	Rs. 251-500	Rs. 501-1000	Rs. 1001+	Total
URBAN	162.0 (25.00)	178.2 (27.50)	194.4 (30.00)	113.4 (17.50)	648.0 (100.00)
RURAL	640.11 (12.58)	1718.19 (35.09)	1785.57 (35.09)	943.32 (18.54)	5087.19 (100.00)
U and R area pooled	802.11 (13.98)	1896.39 (33.06)	1979.97 (34.52)	1056.72 (18.42)	5735.19 (100.00)

From the table 3.21 it is found that the maximum number of teachers in urban, rural as well as in urban and rural area pooled save between Rs. 500/- to Rs. 1000/- per month. In all the areas nearly 65 per cent of the teachers save between Rs. 251/- to Rs. 1000/- per month from their incomes.

Table 3.22 Ownership pattern of the houses of the primary school teachers of urban, rural as well as urban and rural area pooled.

AREA	Owned	Rental	Total
URBAN	599.4 (22.50)	48.6 (7.50)	648.0 (100.00)
RURAL	4548.15 (89.40)	539.04 (10.59)	5087.19 (100.00)
U and R area pooled	5147.55 (89.75)	587.64 (10.25)	5735.19 (100.00)

From the table 3.22 it can be observed that nearly 90 per cent of the teachers have their own houses in the urban, rural as well as in urban-rural area pooled. But a small section of the teachers also live in rented houses in rural as well as urban areas.

Table 3.20 Annual indicative expenditure of the primary school teachers of urban rural as well as urban and total area pooled

AREA	Rs. < 1000	Rs. 1001-2000	Rs. 2001-3000	Rs. 3001-4000	Rs. 4001-5000	Total
URBAN	152.8	195.1	142.2	159.5	158.0	607.6
	(22.80)	(30.35)	(21.30)	(23.90)	(23.90)	(100.00)
RURAL	167.12	1847.8	1200.12	4202.2	5097.12	12000.00
	(31.75)	(32.45)	(22.78)	(79.35)	(84.90)	(100.00)
U and R	1782.92	1862.9	1402.32	1711.72	1715.12	8475.00
Area Pooled	(30.74)	(32.88)	(24.42)	(29.84)	(30.34)	(100.00)

From Table 3.20 on annual expenditure on teachers it is found that the maximum expenditure of Rs. 1000 per year is given to the urban teachers as well as the urban and total area pooled. It is also observed that the urban teachers (32.45%) spend more money on their purchases in comparison to rural teachers (22.78%). In general, more than 50% of the total teachers in urban rural as well as in urban and total area pooled spend for expenditure between Rs. 2001-3000 per year.

Table 3.21 Monthly savings of the teachers of the primary school teachers of urban rural as well as urban and total area pooled

AREA	Rs. < 250	Rs. 251-500	Rs. 501-750	Rs. 751-1000	Rs. 1001-1250	Total
URBAN	102.9	178.2	104.4	112.4	88.0	585.9
	(25.00)	(47.50)	(26.08)	(27.30)	(23.30)	(100.00)
RURAL	610.11	2180.2	1708.82	943.32	807.12	6249.57
	(12.38)	(42.00)	(33.00)	(18.84)	(16.00)	(100.00)
U and R	803.11	1858.38	1813.22	1056.62	895.12	5296.53
Area Pooled	(17.98)	(39.02)	(34.42)	(20.32)	(16.84)	(100.00)

From Table 3.21 it is found that the maximum of primary school teachers in urban rural as well as in urban and total area pooled save between Rs. 500-750 per month. In the urban and total area pooled of the teachers save between Rs. 251-500 per month in their incomes.

Table 3.22 Ownership pattern of the houses of the primary school teachers of urban rural as well as urban and total area pooled

AREA	Owned	Rented	Total
URBAN	291.2	57.8	349.0
	(83.00)	(17.00)	(100.00)
RURAL	458.12	602.08	1060.20
	(43.40)	(56.60)	(100.00)
U and R	749.32	659.88	1409.20
Area Pooled	(53.78)	(46.22)	(100.00)

From Table 3.22 it is observed that a new 50 per cent of the teachers have their own houses in the urban and total area pooled. It is also observed that 56.60 per cent of the teachers have their own houses in the rural and total area pooled. It is observed that 53.78 per cent of the teachers have their own houses in the urban and total area pooled.

Table 3.23 Types of house of the primary school teachers of the urban, rural as well as urban and rural area pooled.

	Pucca	Kuchha	Total
URBAN	469.8 (72.50)	178.2 (27.50)	648.0 (100.00)
RURAL	2661.51 (52.31)	2425.68 (47.68)	5087.19 (100.00)
U and R area pooled	3131.31 (54.60)	2603.88 (45.40)	5735.19 (100.00)

From this table 3.23 it is observed that the teachers owning pucca houses are more in number than the teachers who own kuchha houses. In the urban areas 72% of the teachers own pucca houses, whereas the percentage of teachers owning kuchha houses are more in the rural areas.

Table 3.24 Electricity facilities in the houses of the primary school teachers of urban, rural as well as urban and rural area pooled.

AREA	With Electricity	Without Electricity	Total
URBAN	631.8 (97.50)	162.2 (2.50)	648.0 (100.00)
RURAL	3806.97 (74.83)	1280.22 (25.16)	5087.19 (100.00)
U and R area pooled	4438.77 (77.40)	1296.42 (22.60)	5735.19 (100.00)

The table 3.24 shows that although 77 percent of the houses of the teachers have electricity but there are houses both in the rural and urban areas without modern facility.

Table 3.25 Water supply arrangements in the houses of the primary school teachers of urban, rural as well as urban and rural area pooled.

AREA	Tubewell/Tap	With Well	Total	With out	Total
URBAN	324.0 (50.00)	324.0 (50.00)	648.0 (100.00)	- -	648.0 (100.00)
RURAL	1987.71 (39.07)	3032.1 (59.60)	5019.81 (98.67)	67.38 (1.32)	5087.19 (100.00)
U and R area pooled	2311.71 (40.31)	3356.1 (58.52)	5667.81 (98.83)	67.38 (1.17)	5735.19 (100.00)

From this table 3.25 it is observed that almost all the teachers have their own sources of water in the rural areas as well as in the urban-rural area pooled. Here water facility is mostly available in the form of wells. But in the urban areas the number of tubewells, taps and wells as sources show an equality.

TABLE 2.3: Type of house of the primary school teachers of the urban, rural as well as urban and rural area pooled

AREA	Plaza	Kitchen	Total
URBAN	45.8	47.2	93.0
	(75.5)	(57.5)	(133.0)
RURAL	28.1	28.5	56.6
	(55.3)	(47.5)	(102.8)
U and R	73.9	75.7	149.6
area pooled	(54.8)	(52.5)	(135.8)

From this table 2.3 it is observed that the teachers having kitchen houses are more in number than those having no kitchen house. In the urban area 75.5% of the teachers own a kitchen house, whereas in the rural area 47.5% of the teachers own a kitchen house and in the urban and rural area pooled 52.5% of the teachers own a kitchen house.

TABLE 2.4: Electricity facilities in the houses of the primary school teachers of the urban, rural as well as urban and rural area pooled

AREA	With Electricity	Without Electricity	Total
URBAN	87.9	105.2	193.1
	(67.1)	(42.5)	(109.6)
RURAL	38.5	120.2	158.7
	(74.3)	(52.4)	(126.7)
U and R	126.4	225.4	351.8
area pooled	(75.8)	(57.5)	(133.3)

The table 2.4 shows that although 77 percent of the houses of the teachers have electricity, but there are 126.4 houses out of the rural and urban area pooled have no electricity.

TABLE 2.5: Water supply arrangements in the houses of the primary school teachers of urban, rural as well as urban and rural area pooled

AREA	Tubewell/Up	Well	Total	With out	Total
URBAN	82.9	22.1	105.0	17.5	122.5
	(50.0)	(20.0)	(70.0)	(10.0)	(80.0)
RURAL	18.1	30.9	49.0	10.9	59.9
	(30.0)	(33.0)	(63.0)	(15.0)	(78.0)
U and R	101.0	53.0	154.0	28.4	182.4
area pooled	(40.8)	(33.2)	(74.0)	(15.0)	(89.0)

From this table 2.5 it is observed that out of 154 houses of the teachers in the urban and rural area pooled, 101 houses have tubewell/Up water supply facility and 53 houses have well water supply facility. Out of the 101 houses having tubewell/Up water supply facility, 40.8% of the houses are in the urban area and 59.2% of the houses are in the rural area. Similarly, out of the 53 houses having well water supply facility, 33.2% of the houses are in the urban area and 66.8% of the houses are in the rural area.

LIST OF SAMPLED URBAN SCHOOLS

Sl. No	NAME AND ADDRESS OF SCHOOL	NAME OF CIRCLE	SUB-DIVISION
1.	UTTAR PARARPAR PRY. Vill., Pararpar, P. O. Topsikatha, G. P. VII Pararpar.	ALIPURDUAR-I	APD
2.	DURSABARI SPL. CADRE PRY. New Town, Alipurduar Municipality	-do-	APD
3.	ALIPURDUAR HIGH GIRLS ATTACHED PRY. P. O. Alipurduar Court, . APD. M. C	APD-I	APD
4.	SANTINAGAR RR PRY. Ward No. 6, Uttar Debinagar, P. O. Alipurduar, APD M.C.	APD I	APD
5.	ALIPURDUAR NO.1 RR PRY Alipurduar Municipality	APD-I	-do-
6.	LEBUBAGAN PRY. Ward No. 8, Lebubagan, APD M.C.		
7.	ITKHOLA SISHU VIDYAMONDIR Itkhola APD MC	APD	-do-
8.	NETAJI SISHU NIKETAN PRY. Surya Nagar (Netaji Colony)	APD	-do-
9.	DWIPCHAR SPL. PRY. Dwipchar, APD MC	APD	-do-
10.	HARIJAN BOSTI PRY Jalpaiguri MC	Sadar East	Jpg-Sadar

11.	JOGMAYA NO.1 UDBASTU PRY. Nayabasti JPG MC.	-do-	-do-
12.	UTTARPAR R/R PRY. Jalpaiguri MC.	Sadar East -do-	JPG- Sadar -do-
13.	RAMSUNDAR R/R PRY. JPG M.C.		
14	NETAJI SUBHAS PRY Senpara, JPG-MC	-do-	-do-
15	SAHID BADAL BIDYAPITH Senpara, JPG M.C,	-do-	-do-
16.	KAMALA NEHRU PRY Silpa Samily Para JPG MC.	-do-	-do-
17.	MUNNA'S HAPPY HOME PRY. Hospital Para, JPG-MC	-do-	-do-

11	DOUGLAS, J. L.	100	100
12	DOUGLAS, J. L.	100	100
13	DOUGLAS, J. L.	100	100
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22	DOUGLAS, J. L.	100	100
23	DOUGLAS, J. L.	100	100
24	DOUGLAS, J. L.	100	100
25	DOUGLAS, J. L.	100	100
26	DOUGLAS, J. L.	100	100
27	DOUGLAS, J. L.	100	100
28	DOUGLAS, J. L.	100	100
29	DOUGLAS, J. L.	100	100
30	DOUGLAS, J. L.	100	100
31	DOUGLAS, J. L.	100	100
32	DOUGLAS, J. L.	100	100
33	DOUGLAS, J. L.	100	100
34	DOUGLAS, J. L.	100	100
35	DOUGLAS, J. L.	100	100
36	DOUGLAS, J. L.	100	100
37	DOUGLAS, J. L.	100	100
38	DOUGLAS, J. L.	100	100
39	DOUGLAS, J. L.	100	100
40	DOUGLAS, J. L.	100	100
41	DOUGLAS, J. L.	100	100
42	DOUGLAS, J. L.	100	100
43	DOUGLAS, J. L.	100	100
44	DOUGLAS, J. L.	100	100
45	DOUGLAS, J. L.	100	100
46	DOUGLAS, J. L.	100	100
47	DOUGLAS, J. L.	100	100
48	DOUGLAS, J. L.	100	100
49	DOUGLAS, J. L.	100	100
50	DOUGLAS, J. L.	100	100

APPENDIX II : LIST OF SAMPLED RURAL SCHOOLS

Sl No.	NAME / ADDRESS OF SCHOOLS	CIRCLE	SUB-DIV
1.	AMBARI FALAKATA B F PRIMARY SCHOOL Vill - Barovita GP - Majhiali. P.O. Rajganj.	Rajgang west	JPG Sadar
2.	JABRAVITA B F PRIMARY SCHOOL Vill - Baribhasha GP - II Debgram. P.O. - Shudangi.	-do-	-do-
3.	BAIKUNTHAPUR PRIMARY SCHOOL Vill - Purba Bairagipur P.O. : Sevak Road.	-do-	-do-
4.	PANDAPARA JR. BASIC SCHOOL Vill - Pandapara Kalibari, P.O.	SADAR West -do-	JPG (SADAR)
5.	BAPULI BIDYAPITH Vill - Gadhiyarpara GP- Garal bari.		
6.	CHARIMARI ST. PL. PRIMARY SCHOOL Vill - Charaibari. P.O. Bahadur.	-do-	-do-
7.	SARDARPARA HORIMODIR B E PRIMARY SCHOOL Vill - Nityanandapur P.O. Brajapur.	SADAR SOUTH	JPG (SADAR)
8.	NABANIPARA ST. PL. PRIMARY SCHOOL Vill - Nabanipara GA - Sri Ram para.	-do-	-do-
9.	MAYNAGURI NO 1 R/R PRIMARY SCHOOL Vill/P.O. -do-	-do-	-do-

10.	DAKSHIN PUTIMARI PRIMARY SCHOOL Vill - Dharamapur. GP - Barnisa.	-do-	-do-
11.	HALDIBARI T.G. PRIMARY SCHOOL Vill - Haldibari T-G. P.O. Bihnaguri.	-Dhupguri (w)	-do-
12.	SAKOAJHORA NO. 2 PRIMARY SCHOOL Vill/P.O. Proadhanpara GP - Sakoajhora - I	Dhupguri (w)	JPG (SADAR)
13.	RHEABARI : T. G. PRIMARY SCHOOL Reheabari T.G. GP - Banarhat	Dhupguri (w)	JPG (SADAR)
14.	UTTAR DANGAPARA PRIMARY SCHOOL Vill - Uttar Dangapara GP - Sakarajhora.	-do-	-do-
15.	NAL DANGAPARA ADDL. PRIMARY SCHOOL Vill - Magalkata G.P. - Magalkata.	-do-	-do-
16.	BAGRA DANGUA JHAR PRIMARY SCHOOL Vill - Jomindarpara GP - Paharpur	SADAR (N)	JPG (SADAR)
17.	DEUNIAPARA PRIMARY SCHOOL Vill - Deuniapara P.O. Banopatia Nutan Paharpur.	-do-	-do-
18.	KURTI T. GARDEN PRIMARY MATALI SCHOOL Vill - Kurti T.G. P.O. Nagakata.		JPG SADAR
19.	ZURRANTEE T. G. PRIMARY SCHOOL Vill - Zurmantia T. G. P.O. Matali		JPG SADAR

20.	INDONG T.G. LINE PRIMARY SCHOOL Vill - Indang T.G. P.O. Matali GP - I Matali-Batabari	-do-	-do-
21.	LAL BAHADUR HINDI PRIMARY SCHOOL Vill -Dhupguri.	Dhupguri (w)	JPG (SADAR)
22.	GADANG MOHOMUKTI PRIMARY SCHOOL Vill - Gadong. P.O. Kathapara. G.P.I Gadong.	-do-	JPG (SADAR)
23.	NETAJI PARA NEW PRIMARY SCHOOL Vill + P.O. Dhupguri. G P : I Dhupguri.	Dhupguri III	JPG (SADAR)
24.	POSCHIM DANKIMARI PRIMARY SCHOOL Vill - Poschim Dankimari P.O. - Dankimari. G.P. - II Madhab Danga.	Dhupguri III	JPG (SADAR)
25.	BHATIRBARI BOARD PRIMARY SCHOOL Vill - South Dangapara P.O. - Dangapara (Assam) GP - II Madhab Danga.	Moynaguri	-do-
26.	KASHIRDANGA B F PRIMARY SCHOOL Vill + P.O. Saptibari GP - II Saptibari	-do-	-do-
27.	JALPESH HIGH ATTACHED PRIMARY SCHOOL Vill - Gortoli Jalpesh.	-do-	-do-
28.	PADAMOTI LASHKARPARA R/R. PRIMARY SCHOOL Vill - Khoyer Khall P.O. Helapakri G.P - I : Padumoti.	-do-	-do-
30.	NO. 2 JABRAMALIBOARD Vill + P.O. Jabramati GP : I : Saptibari.	MNG (South)	JPG

31.	KISMAT SUKHANI- B.F. PRIMARY SCHOOL Vill- Bhatubari, P.O - Rajganj. G.P - Kukurjan,	Rajganj.	JPG
32	NAIAPARA BF PRIMARY Vill- Naiapara. P.O. Choulhati GP : Kukurjar.	Rajganj.	JPG- (SADAR)
33.	KHALPARA NUTAN PRIMARY SCHOOL. Vill - Khalpara. P.O. -Choulhati G P - Khalpara.	-do-	-do-
34.	CHIKANMATI NEW ADL. PRIMARY SCHOOL VILL - CHIKANMATI, P.O. KRANTI GP - KRANTI.	MAL - (S)	JPG- (SADAR)
35.	CHATRA BF PRIMARY Vill - Jharmajgram. School. Vill - Jharmajgram. P. O. Kranti. G P - Kranti.	-do-	-do-
36.	JOGENDRA BF PRIMARY SCHOOL Vill - Damdim P. O. -do- GP - Oodlabari.	MAL.	JPG- (SADAR)
37.	OODLABARI T. G. Vill - Oodlabari T.G. P.O.- Malabari. GP - Oodlabari.	-do-	-do-
38.	DAMDIM NO T.G. PRIMARY SCHOOL Vill - North Grant. P.O - Damdim G P - Oodlabari,	-do-	-do-
39.	DAMDIM NO. 3 T.G. PRIMARY SCHOOL Vill - Damdim. P.O. -do- GP - Oodlabari.	-do-	-do-
40.	NEPUCHAPUR T.G. PRIMARY SCHOOL Vill/P.O Baradighi GP. Kumlai.		

41.	TURIABARI C.S. PRIMARY SCHOOL Vill - Turibari P.O. mahabari GP. Oodlabari,	-do-	-do-
42.	MAL R/R PRIMARY SCHOOL Ward No. 4 Mal Municipality. P.O Mal.	MAL.	JPG- (SADAR)
43.	PURBA SALBARI MOYNAGURI C.S. PRIMARY SCHOOL Vill - Surda Balbari P. O. Jalpesh Mandir GP - Chura Bhardar.	-do- (North)	
44.	AMGURI CHAPGARH Board. Vill - Amguri. P. O. Amguri Bazar. GD. Amguri.	-do-	-do-
45.	KHAUTIAPARA S/C PRIMARY School. - Vill - Uttar Khagrabari. P.O. Moynaguri. GP. Khagrabari-I	do-	-do-
46	KHUNIA LINE FOREST VILLAGE PRIMARY SCHOOL Vill - Khunia Forest Village. P. O. Matali. G. P. - Sulkapara.	-do-	-do-
47.	UTTAR BOYRATIGURI KALIBARI SP. PRIMARY SCHOOL. Vill - Uttar Bairatiguri. G.P. Dhupguri.	Dhupguri-I	-do-
48.	KAYTER KAMAT CM. ADL. PRIMARY SCHOOL Vill - Poschim Salbari. P.o. Jurapuri. G P. II Gudunj.	-do-	-do-
49.	DAKSHIN KHAYERBARI ADL. PRIMARY SCHOOL Vill - Dakshin Khayurbari GP - Bargharia.	-do-	-do-
50.	RAHIMABAD T.G. SPL. CAD. Vill - Rahimabad. GO. - Hatipota.	KGD	APD.

41	THIRUPATHI PRIMARY SCHOOL VII - English BO - English CP - English	
42	MARATHI DEVIARY SCHOOL VIII - A Malayalam ROMA	
43	PORNA SAI BATHINOVATHI U.S. PRIMARY SCHOOL VII - English H.O. - English CP - English	
44	ANGURATHIANG KH Hindi VII - English T.O. - English CP - English	
45	CHATTARANGI PILLAY School VII - English H.O. - English CP - English	
46	KHUNTALE PILLAY VILLAGE PRIMARY SCHOOL VII - English H.O. - English CP - English	
47	UTTERA PILLAY KATHIRI PRIMARY SCHOOL VII - English CP - English	
48	KATTA PILLAY PRIMARY SCHOOL VII - English H.O. - English CP - English	
49	GAJAN PILLAY ADT PILLAY SCHOOL VII - English CP - English	
50	GAJAN PILLAY VII - English CP - English	

51.	DAKSHIN KAMAKHSAGURI Vill - South Kamakshaguri. p.o. Mararthili. G.P - 2 : Kamakshaguri.	KGD	JPD-SADAR
52.	RAJABHATKHAWA. BF. PRIMARY SCHOOL (Junior Basic) Vill - Raja Bhatkhawa. Block - Kalchini. P.S. -do-	KALCHINI.	APD.
53.	BHUTRI F.V. PRIMARY SCHOOL Vill - Bhutri F.V. P.O. Pana Basti (JAL) Block - Kalchini.	-do-	-do-
54.	MENDABARIN BUNADI. SCHOOL. Vill + P.O Purba Satali. GP - Satali.	-do-	-do-
55.	SATALI JR. BASIC Vill - Madhya Satali Satali Mandalpara GP - Satali.	-do-	-do-
56.	BAGDOGRA NEW PRIMARY SCHOOL Vill - South Chugmani P.O. Kumargram Duar GP. Chugmani.	KG(E)	alipurduar.
57.	BARADALDAL (KALIBARI) PRIMARY SCHOOL Vill - Bara Daplali P.O. Kumargram Duar G.P. Chugmani.	-do-	-do-
58.	POSCHIM PARANGER PAR JR. BASIC. Vill-Chukhola. P.O. Falakata. GP. Falakata II.	FALAKATA	Alipurduar
59.	KUNJANAGAR SPL. CADRE PRIMARY SCHOOL Vill - Kunjanagar. P.O. Mairandanga. GP. Falakata.	Falakata	Alipurduar
60.	POSCHIM PARANAGAR PAR KHALISHAMARI PRIMARY SCHOOL Vill- Khalishamari.	-do-	-do-

51	DAKSHIN KAMARAJAGURU VII - 2nd & 3rd no. 1st G.P. - 2nd & 3rd	KOD	JEP-2nd & 3rd
52	RAJABHAI (W) BT PRIMARY SCHOOL G.P. - 2nd & 3rd VII - 2nd & 3rd Block - 1st	KALCHIN	AND
53	SHRUTI V. PRIMARY SCHOOL VII - 2nd & 3rd NO. 1st & 2nd (W) Block - 1st	-do-	-do-
54	MINDABAI BUNADI SCHOOL VII + NO. 1st & 2nd G.P. - 2nd	-do-	-do-
55	SATALI JR. BASIC VII - 2nd & 3rd Satli Mandal G.P. - 2nd	-do-	-do-
56	SAGDORA NEW PRIMARY SCHOOL VII - 2nd & 3rd P.O. - 1st & 2nd G.P. - 2nd	KOD	Alipindur
57	BARADAL DAL (KALBAR) PRIMARY SCHOOL VII - 2nd & 3rd P.O. - 1st & 2nd G.P. - 2nd	-do-	-do-
58	POSHIM PANDER FAR JR. BASIC VII - 2nd & 3rd P.O. - 1st & 2nd G.P. - 2nd	KALCHIN	Alipindur
59	KUNANAGAR S.P. CADRE PRIMARY SCHOOL VII - 2nd & 3rd P.O. - 1st & 2nd G.P. - 2nd	Falka	Alipindur
60	POSHIM PANDER FAR JR. ISHAMARI PRIMARY SCHOOL VII - 2nd & 3rd	-do-	-do-

	P.O Mairadanga. GP. Falakata.		
61.	VIVEKANANDA POLL IBEP. Vill - Falakata. P.O. Mairadanga PG. Falakata -I	FALAKATA	-do-
62.	DALGAON NO I BF PRIMARY SCHOOL (N) Vill- Dhulagaon. P.O. Mairadanga. GP. Jateshwar. I	FALAKATA (N)	-do-
63.	JUDHISTHIR PRY Vill - Naba Nagar. P.O. Mairadanga GP -Deogaon.	-do-	-do-
64.	RAHIMPUR T.G. SP PRIMARY SCHOOL Vill- Rahimpur T.G. P.O. Ethal Bari Crossign GP. Birpara.	Madarihat	-do-
65.	LYLIA PRIMARY SCHOOL Vill - Islainibad. P.O. Rangoli Bazra. GP. Khayer Bari.	-do-	-do-
66.	DUMCHIPARA BF PRIMARY SCHOOL Vill - Dumchipara T.G. P.O. Ranjhora.	-do-	-do-
67.	PADMERPAR NP SCHOOL Vill - Chaporerbar. P.O. -do- G.P- Champorpar. I	Alipurduar	-do-
68.	SISHU NIKETAN NAYA PRIMARY SCHOOL Vill- Salkumar Lat. P.O. Salkumar.	Alipurduar (W)	Alipurduar
69.	PURBA KHALPARA PRIMARY SCHOOL Vill - Uttar Sonapur P.O Sonapur.	-do-	-do-
70.	CHILAPATA FOREST PRIMARY SCHOOL Vill- Chilapata. P. O. Mothura Bagan.	-do-	-do-

71.	SURENDRA PRISAD. N. BUNIADI. Vill - Mothura Bagan P. O - Mothura Bagan.	Alipurduar (W)	APD
72.	MAJIDKHANA HIGH ATTACHED PRIMARY SCHOOL Vill - Totapara. P. O. Majidkhana.	Alipurduar (N)	Alipurduar
73.	KAMARPARAN. BUNIADI Vill - North Majidkhana P. O. Gotapara.	-do-	-do-
74.	DANSHIBAD NEW PRIMARY SCHOOL Vill - Simlabari. P. O. Danshibad.	Alipurduar (N)	-do-
75.	UTTAR NOORPUR PRIMARY SCHOOL Vill - Noorpur. P.O. Chunia.	-do-	-do-
76.	BANCHUKUMARI NO 3 Vill/P.O/G.P Banchukumari.	-do-	-do-
77.	JITPUR NO. 2 ST. PLN. PRIMARY SCHOOL Vill - Jitpur. P.O Bhalardabri. P.O Bhalardabri. G P. 2 Vivekananda.	-do-	-do-
78.	JAYKANTA SMRITI VIDYAPITH Vill - Uttar Patkapara. P.O. Bhalardabri	-do-	-do-
79.	APALIGOCH PRIMARY SCHOOL Vill - Apaligoch GP. Sonnyashipata P.O Godra.	Roygonj (W)	JPG- (SADAR)
80.	CHITTARANJAN Deshbandhu Nagar P.O. Siliguri	Roygonj	JPG- (SADAR)

Appendix III : Structured questionnaire schedule used for the interview of individual primary school teacher

I. Details about the teacher & his/her school

A. Information about the teacher

Name.....Age.....(3) Sex.....
 Caste/Community.....Religion.....Mother Tongue.....
 Educational Status.....Year of Joining.....Previous Occupation/Service.....

Teacher Residential Address :—

Village/Town.....Ward/GP Name/Number.....
 Post Office.....P.S.....
 Sub-Division.....District.....

Teaching Activities of the Teacher

No. of classes allotted per week in the school.....
 No. of days engaged per week for private tuition.....
 No. of hours per day used for private tuition.....

No. of Students Privately Taught :

Male

Female

B. Information about the school of the Teacher

School Sl. No.....Name of the School.....
 Village/Town.....Ward/GP Name/Number.....
 Post Office.....P.S.....
 Sub-Division.....District.....

Student and teacher strength in the School

Total Number of	Male	Female	Total
SC/ST Students			
Other Students			
SC/ST Teachers			
Other Teachers			

Teacher-Student Ratio :

Appendix III: Structured questionnaire for school use for the interview of individual primary school teachers

1. Please provide the teacher's name and school

2. Please provide the teacher's name

3. Please provide the teacher's name

4. Please provide the teacher's name

5. Please provide the teacher's name

6. Please provide the teacher's name

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28. Please provide the teacher's name

29. Please provide the teacher's name

30. Please provide the teacher's name

II. Details about the members of the teacher's Family taking meals in the same kitchen

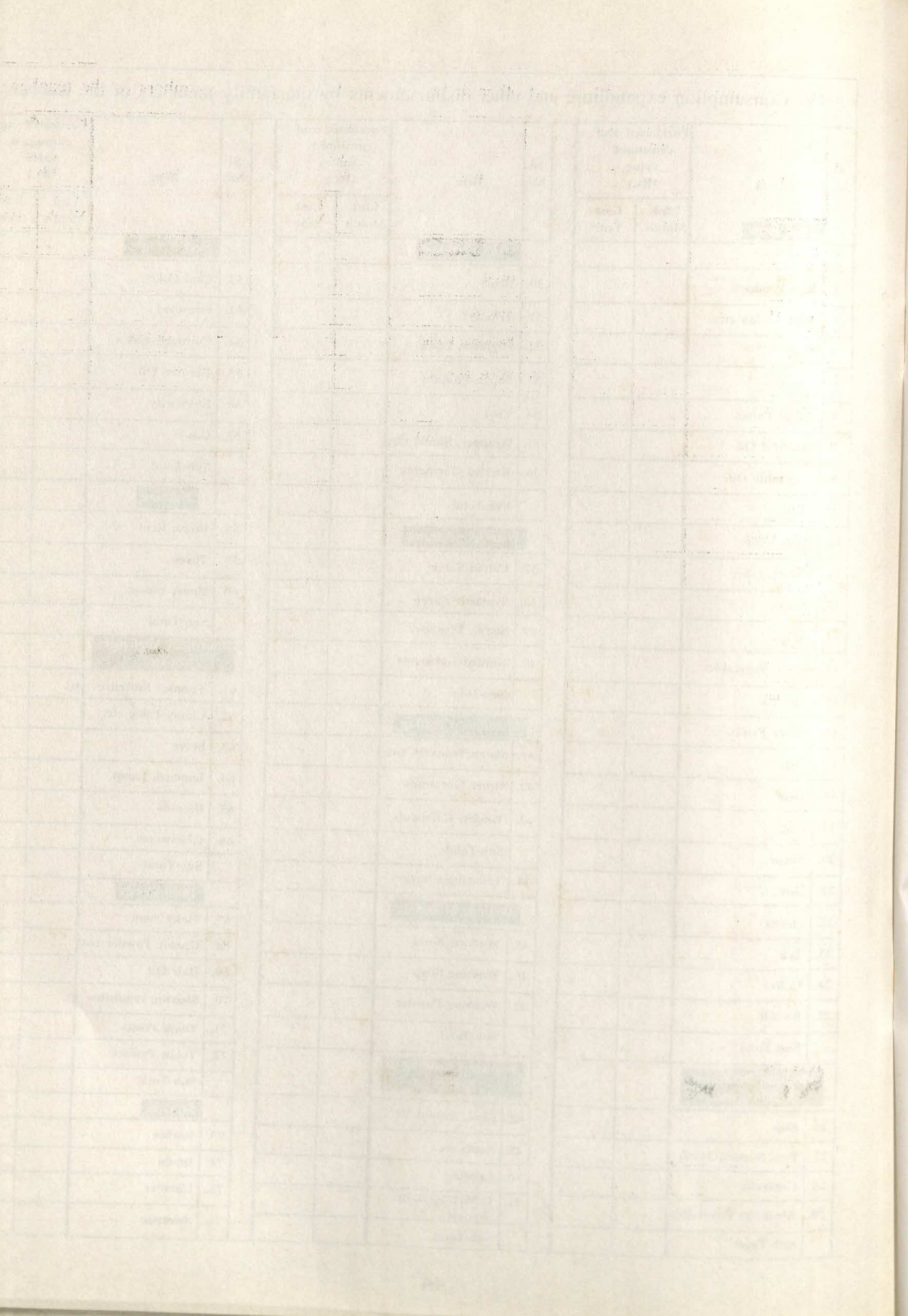
Sl. No.	Relationship with Respondent	Sex	Age	Marital Status				Standard of Education	Occupation		Monthly Income	Nature of Employer	Political or other role
				M	UM	Dv Sp	WD Wdr		Primary	Others			
Family Members													
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
Servants													
1								X	X	X	X	X	X
2								X	X	X	X	X	X
Others													
1										X	X	X	X
2										X	X	X	X

III. Income & others receipts of family members of the teachers

Sl. No.	Source	Teacher's Income			Income of other Family Members			Total		
		Cash (Rs).	Kind (Rs).	Total (Rs).	Cash (Rs).	Kind (Rs).	Total (Rs).	Cash (Rs).	Kind (Rs).	Total (Rs).
Gross Income before deduction of Insurance, Provident Fund etc.										
1	Service									
2	Agriculture									
3	Livestock									
4	Fishing									
5	Manufacturing									
6	Business & Trade									
7	Transport									
8	Financing, Insurance									
9	Private Tution									
	Sub-Total									
Other Income										
10	Rent									
11	Dividend & Interest									
12	Pension									
13	Other Income									
	Sub-Total									
Other Receipts										
14	Loan Taken									
15	Sale of Real Assets									
16	Loan Released									
	Sub-Total									
	Grand Total									

IV. Consumption expenditure and other disbursements by the family members of the teacher

Sl No.	Item	Purchased and consumed value (Rs.)		Sl No.	Item	Purchased and consumed value (Rs.)		Sl No.	Item	Purchased and consumed value (Rs.)	
		Last Month	Last Year			Last Month	Last Year			Last Month	Last Year
	Food Item				Men's Clothing				Fuel & Light		
1.	Rice			30.	Dhoti			52.	Coal Coke		
2.	Rice Products			31.	Trousers			53.	Firewood		
3.	Atta, Maida etc.			32.	Payjama, Lungi			54.	Cowdung Cakes		
4.	Mug			33.	Shirts, Punjabi			55.	Kerosen Oil		
5.	Musur			34.	Coat			56.	Electricity		
6.	Other Pulses			35.	Wrapper, Shawl etc.			57.	Gas		
7.	Mustard Oil			36.	Knitted Garments				Sub-Total		
8.	Vegetable Oil				Sub-Total				Housing		
9.	Milk				Womens' Clothing			58.	House Rent		
10.	Baby Food			37.	Cotton Sarce			59.	Taxes		
11.	Butter, Ghee			38.	Synthetic Sarce			60.	House repairs		
12.	Potato			39.	Shawl, Wrapper				Sub-Total		
13.	Onion			40.	Knitted Garments				Household Appliances & etc.		
14.	Leafy Vegetables				Sub-Total			61.	Trunk, Suitcase etc.		
15.	Banana				Childrens' Clothing			62.	Chair, Table etc.		
16.	Other Fruits			41.	Shorts, Trousers etc.			63.	Stove		
17.	Fish			42.	Other Garments			64.	Lantern, Lamp		
18.	Meat			43.	Woolen Garments			65.	Utensils		
19.	Egg				Sub-Total			66.	Glasswares		
20.	Sugar			44.	Tailoring Charges				Sub-Total		
21.	Gur				Washing Materials				Toilet Goods		
22.	Spices			45.	Washing Soda			67.	Toilet Soap		
23.	Tea			46.	Washing Soap			68.	Cream, Powder etc.		
24.	Coffee			47.	Washing Powder			69.	Hair Oil		
25.	Biscuit				Sub-Total			70.	Shaving requisites		
	Sub-Total				Footwear, Bedding & Others			71.	Tooth Pastes		
	Alcoholic Beverages & Intoxicants			48.	Shoe, Sandal etc.			72.	Tooth Powder		
26.	Bidi			49.	Socks etc.				Sub-Total		
27.	Pan, Supari, Jarda			50.	Bedding				Services		
28.	Cigarette			51.	Umbrella, Rain-coat etc.			73.	Barber		
29.	Alcoholic Beverages				Sub-Total			74.	Dhobi		
	Sub-Total							75.	Cobbler		
								76.	Sweeper		



IV. Consumption expenditure and other disbursements by the family members of the teacher				V. Housing conditio of the techer family			
Sl No.	Item	Purchased and consumed value (Rs.)		Sl No.	Item	Purchased and consumed value (Rs.)	
		Last Month	Last Year			Last Month	Last Year
77.	Domestic Servants			98.	Bicycle		
	Sub-Total			99.	Refrigerators		
Educational Expenses				100.	Radio, T.V., V.C.P. Set		
78.	Scholl/College Fee			101.	Camera		
79.	Examination Fees			102.	Tape Recorder		
80.	Private Tutor			103.	Clocks, Watches		
81.	Music Lessons			104.	Musical Instruments		
82.	Books			105.	Sewing Machine		
83.	Other Expenses			106.	Electric Fan		
84.	Newspaper/Magazines			107.	Stove, Heater, Iron		
	Sub-Total			108.	Pressure Cooker		
Conveyances					Sub-Total		
85.	Own Vehicle			Loans, Litigation			
86.	Other Vehicle			109.	Loan repaid		
	Sub-Total			110.	Interest paid on Loan		
Medical Expenses				111.	Litigation		
87.	Doctor's Fee			112.	Help & Donation		
88.	Medicine			113.	Remittances		
89.	Other Expenses			114.	Loans Advance		
	Sub-Total				Sub-Total		
Amusements				Disbursement other than consumption Expenditure			
90.	Cinema			115.	Life Insurance		
91.	Theatre			116.	Other Insurance		
92.	Radio			117.	Provident Fund		
93.	T. V.			118.	Land/Building		
	Sub-Total			119.	Livestocks		
Social & Religious Exp				120.	Ornaments		
94.	Birth, Death, Marriage			121.	Other Assets		
95.	Other Expenses			122.	Share & Securities		
	Sub-Total			123.	Cash Savings		
Durable Goods					Sub-Total		
96.	Motor Car			Grand Total			
97.	Motor, Cycle, Scooter						

I. Particulars of the House or Flat.				
Main Structure of the House : Pucca/ Kuchha.				
If shared with others :				
No. of Families Sharing/				
If provided with a separate kitchen :				
Yes/No.				
If no, arrangement for cooking :				
Varandah/Bedroom/Open space				
If providede with Varandh : Yes/No.				
If yes, use : Sleeping/Cooking/others.				
If provided with Electricity : Yes/No.				
If bio-Gas is produced : Yes/No.				
If Yes, use : for Cooking/Illumination/ both.				
If prived with Latrine : Yes/No.				
If yes, Type of Latrine : Privy/Service/ Well.				
Type of water supply : Tubewell/Tap/ Well.				
If not above variety then sources of water				
For Drinking.....Bathing.....				
II. Details of the rooms occupied by the family				
Sl. No. of the rooms	Type of			Whether well-ventilated : Yes (1/No. 2)
	Floor	Walls	Roof	
III. Particular of rent, taxes etc.				
If the family is owner :				
No. of independent units rented out.....				
Annual rent for such units : Rs.....				
No. of living rooms let out :				
No. of families to whom let out.....				
Annual rent for such rooms.....				
If the family is a tenant :				
Current monthly rent :				
Period of occupation.....years				

VI. Details of the cultivation practiced by the teacher and his family.

A. Land & Irrigation

Sl. No.	Land Type	Land Owns	Land Leased-in	Land Leased-out	Irrigated Land	Type of Irrigation Practised
1.						
2.						
3.						
4.						

B. Cropping Pattern/Crop Rotation

Sl. No	Land Type	Type of crops	Sowing season	Harvesting	Amount of seed required per bigha	Amount of yield per bigha
1		A				
		B				
		C				
		D				
2		A				
		B				
		C				
		D				
3		A				
		B				
		C				
		D				
4		A				
		B				
		C				
		D				

C. Draught Animals & Agriculture Implements.

No. of Bullocks.....No. of plough.....No. of power tiller.....
 No. of spade.....No. of granery.....No. of sprayer.....
 No of mannual/electric thrasher.....No. of manual irrigation implements.....
 No. of diesel/electric pump.....No. of Shallow well.....



